

TILLAMOOK SCHOOL DISTRICT #9

“Preparing Students for Life”



Classified Employees' Performance Evaluation Handbook

Adopted June 2010

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NOTE: Electronic versions of forms and job descriptions are available on the Tillamook School District Computer Network T: Drive. Please contact an Administrator or Network Support for specific locations.

INTRODUCTION

The Tillamook School District understands that the fundamental purposes for employee evaluation are to promote professional growth, improve performance and assess performance. Formative in nature and suggesting the need for continuous professional growth, the performance component links personal growth with helping employees learn about, reflect on, and improve their individual practice. Viewed as summative and relating to a judgment of effectiveness, the assessment component reflects a significant commitment to the goals of professional competence and performance quality.

The Classified Employees' Performance Evaluation Handbook explains the evaluation process, outlines new performance standards directly aligned with training efforts, and establishes a plan to continually improve the quality of work.

The program serves both as an evaluation tool and also as an incentive toward professional growth on job-related skills for classified employees.

History of Classified Evaluation Process

Tillamook School District received the Chalkboard grant during the 2007-2008 school year. Working with the Chalkboard committee, the district recognized the need for more consistency and greater collaboration in the evaluation process to better serve classified employees. As a result, a team of classified employees, teachers and administrators was developed to review the evaluation process and gather input from classified employees during the 2008-2009 school year. A consultant from the Chalkboard Project provided suggestions and recommendations. Forms were revised to reflect the work of Charlotte Danielson's, *Enhancing Professional Practice, a Framework for Teaching*.

The primary goal of the committee was to revise the classified employee evaluation process and to create an improved system for evaluation that would align with the certified evaluation process. This handbook has been developed as a result of these efforts, and the revised evaluation process was piloted during the 2009-2010 school year. The process will be evaluated in future years to ensure that the district continues to meet the needs of classified employees.

DEFINITIONS

Classified Performance Evaluation: Consists of self-assessments, SMART goals, and the Performance Evaluation Summary.

Components: Defines the specifics in each domain and presents a framework for examining job-related practice.

Evaluator: The person responsible for the evaluation of employees within his/her department, unit, or building. The evaluator must be an employee who is not in a bargaining unit.

Domains: Four district expectations which form the basis of supervision and evaluation of the performance of probationary and regular status classified employees.

Goals: Refers to both performance goals and goals written in SMART format. Throughout the document performance goals and SMART goals may be used interchangeably, but they are understood to mean the same.

Input for Evaluation: Each regular status classified employee may ask two staff members (classified, supervisory, or certified) who are familiar with the employee's work assignment to provide input to the evaluator. The input will be given directly to the evaluator. The evaluator will determine if the input is relevant for inclusion in the final performance evaluation.

Levels of Performance: Described as Unsatisfactory, Basic, Proficient and Distinguished. These levels indicate the performance of classified employees ranging from those who are striving to master the basics of the job to those who are highly accomplished professionals who are able to share their expertise with colleagues.

On-Cycle: Refers to any classified employee being evaluated during the current school year.

Performance Evaluation Summary: Evaluations will take place within six months for probationary employees. Thereafter, evaluations will be on a rotating basis.

SMART Goals: Short-range annual goal(s) pertaining to one's job responsibilities and/or professional growth, intended to enhance job performance and professional growth. Completed annually, this process is required of all employees and identifies at least one goal that the employee will focus on to improve performance based on the domains and to grow professionally.

Self-Assessment: Completed annually by the employee prior to fall goal setting.

Year-End Conference: The conference between the evaluator and the employee to discuss performance based on the domains and the goal(s). The employees should be prepared to share performance progress they believe they have demonstrated. The evaluator will share the performance evaluation for those on-cycle.

RESPONSIBILITY FOR IMPLEMENTATION

Staff

Each classified employee will receive the Classified Performance Evaluation Handbook either when hired or by the end of their first month of employment. It is the responsibility of each employee to read this handbook and address any concerns to their evaluator, building representative, or association leadership. Each employee is responsible for completing the self-assessment and developing goals both to be turned in to their evaluator. All employees are responsible for following and completing the evaluation process as outlined in this handbook specific to their employment status.

Association

Working with the evaluator, it is the association's responsibility to inform classified employees of specific contract language regarding evaluation. The association will inform employees of their rights and responsibilities, and be available through its representatives to answer questions.

Evaluator

The evaluator will complete employee evaluations in accordance with the guidelines specified in this handbook and specific to the employee's employment status. Evaluators will tell probationary employees when the six-month evaluation is due and will be available to assist new employees with establishing their goals written following the SMART format. Evaluators will specifically refer to the Domains in the self-assessment and to the employee's job description when writing an evaluation.

Evaluators assessing employees' performance who are placed in school buildings are encouraged to communicate with building administrators during the course of an evaluation cycle. The evaluator may also solicit input from other staff members who are familiar with the employee's work.

District Office

District Office will provide funds and materials to produce, print, and distribute the Classified Performance Evaluation Handbook. District Office staff is available to provide in-service training for evaluators and employees regarding their roles and responsibilities.

School Board

The School Board will monitor the performance evaluation process in the spirit of improving staff effectiveness related to the District's vision, mission, and goals.

Performance Evaluation System For Probationary & Regular Status

ANNUAL TIMELINE

Dates	Activity	Form
By September 30	Probationary employees complete Self-Assessment prior to six-month evaluation. All other employees complete each Fall.	Self-Assessment
By October 15	<i>Probationary</i> Employee writes goal(s)	Performance Goal(s)
By October 30	<i>Regular</i> Status writes goal(s)	Performance Goal(s)
By October 30	Evaluator conducts goal conference with <i>probationary</i> employee	Performance Goal(s)
By November 15	Evaluator conducts goal conference with <i>regular</i> status employee	Performance Goal(s)
By February 15	Input for Evaluation: <i>Probationary</i> status employee may ask colleagues (classified, supervisory, or certified) for input	Input Form
By February 28	Evaluator conducts 6 th month evaluation with <i>probationary</i> status employee	Performance Evaluation Summary
By May 30	Input for Evaluation: <i>Regular</i> status “on-cycle” employee may ask colleagues (classified, supervisory, or certified) for input	Input Form
By June 15	Evaluator conducts year end evaluation with <i>regular</i> status “on-cycle” employees	Performance Evaluation Summary

CLASSIFIED SELF ASSESSMENT

All classified employees are required to complete the fall self-assessment each year. The Classified Self-Assessment form must be completed and submitted to the employee's evaluator at the goal conference. Evaluators may require probationary employees to complete the Classified Self-Assessment prior to the sixth-month evaluation.

Completing the Classified Self-Assessment encourages each employee to examine areas of professional/job related growth and to plan for new challenges and opportunities. Using the self-assessment document, the evaluator will consider the feedback from the employee when writing annual evaluations. The supervisor may retain a copy of the Classified Self-Assessment and return the original to the employee. The Classified Self-Assessment will not be part of the employee's permanent file.

Directions for Employees

Fall before Goal Setting:

1. Read and review the Classified Self-Assessment domains and levels of performance. (See Pages 5-14)
2. Assess performance on each domain's component by completing the Classified Self-Assessment Form. Use an "x" or a checkmark to show Level of Performance (See Page 4 for each of the components). Consider goals for professional growth to share with your supervisor. (See SMART Goal Format, Pages 24-25).
3. Complete the Classified Performance Goal(s) using the SMART goal format (See Page 21).

Spring before Evaluation:

1. Review the Classified Self Assessment completed earlier in the year. Assess performance on each domain's component by completing the Classified Self-Assessment Form. Use an "x" or a checkmark to show Level of Performance. Reflect on areas of growth to share with your evaluator. On-cycle employees will meet with their evaluators to view Classified Performance Evaluation. Employees may request staff members to complete the Input Form (See Pages 16-17).
2. Review personal SMART Goals. Reflect on progress, or lack of progress, towards accomplishing personal goal(s). Employees are encouraged to document progress toward meeting goals during the school year. Employees should be prepared to share specific examples and/or objective data. Documentation toward goal attainment should be shared with the evaluator at this time.

LEVELS OF PERFORMANCE

These four levels of performance assist the employee and evaluator in gauging performance progress. Employees are encouraged to seek progress across the continuum listed as Levels of Performance.

Unsatisfactory: The employee's performance is insufficient to meet the standards. Performance is unacceptable at this level.

Basic: The employee performs inconsistently but has a basic understanding of the standards. The employee requires close supervision and needs to improve to meet all standards consistently.

Proficient: The employee clearly understands the concepts of the standards and consistently demonstrates understanding as evident through their work performance. The terms "regularly," "often," and "is evident" are words that describe an employee's performance at the proficient level.

Distinguished: Consistently surpasses standards as evident through work performance.

Classified Self-Assessment

Name of Employee: _____ School: _____

Fall Review: _____ Date: _____
Signature of Evaluator

Spring Review: _____ Date: _____
Signature of Evaluator

Signature of Employee

Signature of Employee

These forms are used for your self-assessment. Put an 'x' under the rating you feel best describes your performance for each component of the four domains. Write at least one SMART goal to work on during the school year. Share this information with your evaluator in the Fall.

Domain 1: Planning and Organization

COMPONENT The employee will:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Prioritize and organize tasks effectively.	A lack of planning for long-range challenges and opportunities creates crises. Organization skills are unsatisfactory. Procrastination results in a failure to meet work goals.	Requires support in planning and organizing for long-range challenges and in setting work goals and priorities. Rarely monitors progress or makes adjustments.	Usually anticipates long-range challenges and opportunities when setting work goals and priorities. Level of organization meets expectations for the position. Regularly monitors progress and adapts as necessary.	Always anticipates long-range challenges and opportunities when setting work goals and priorities. Organizes work to a level exceeding expectations and maximizes productivity. Always monitors progress and adapts as necessary.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
1b: Complete work within time limits.	Assigned tasks are rarely completed by expected deadlines. Appropriate priorities are not maintained. Structure and organization must be provided by others.	Occasionally completes assigned tasks in a timely and useful manner. May need support to prioritize and structure day.	Normally prioritizes tasks and completes work on time. Prioritizes and structures day.	Consistently anticipates work needs and completes assigned tasks prior to deadlines. Interim components of the assignment are completed in advance of the projected time frame.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

COMPONENT The employee will:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1c: Display initiative.	Work is not completed without close supervision and direction. Tasks other than those directly assigned are either avoided or overlooked.	Usually completes assigned work with some direction. With direction, will perform other tasks when assigned work is completed.	Able to accomplish tasks with little or no direction. When assigned work is completed, seeks out and does other tasks.	Able to self-monitor and direct. Alert to opportunities to improve methods and skills. When assigned work is completed, takes on additional tasks without waiting to be asked.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

Domain 2: Communication and Interpersonal Skills

COMPONENT The employee will:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Understand and follow instructions, and ask questions when needed.	Instructions are not followed. Attentiveness in communication is lacking and questions are not asked.	Shows some understanding and may follow some instructions. Occasionally listens carefully, may or may not ask questions when needed.	Understands and follows instructions. Listens carefully and asks questions when needed.	Assists others to understand and follow instructions. Checks for understanding and anticipates questions needing answers.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
2b: Respond to requests in a timely manner with complete information.	Requests are not responded to, or the response is incomplete.	Responds to requests in either a timely or complete manner.	Responds to requests in a timely manner and provides complete information.	Anticipates requests and provides needed information before it is requested.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
2c: Collaborate with others to complete tasks and solve problems when appropriate.	There is little to no collaboration.	Only occasionally collaborates with others, but not as often as needed.	When appropriate, collaborates with others to complete tasks and solve problems.	When appropriate, initiates collaboration with others in order to complete tasks and solve problems.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
2d: Communicate in an open, courteous, tactful and constructive manner using effective written and verbal communication skills.	Communication lacks more than one of the following qualities: courtesy, tact, or a constructive manner. Open communication is obstructed.	Communication lacks one of the following qualities: courtesy, tact, or a constructive manner. Avoids open communication.	Communicates with courtesy, tact, and a constructive manner to all. Contributes to open communication.	Communicates with courtesy, tact, and a constructive manner to all, even in the face of adversity. Initiates and maintains open communication.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

Domain 3: Job Performance

COMPONENT The employee will:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Perform job procedures and responsibilities.	<p>Performance does not exhibit an understanding of assigned work and its relationship to other areas.</p> <p>Considerable assistance is needed to accomplish work assignments.</p>	<p>Inconsistently demonstrates understanding of assigned work and its relationship to other areas.</p> <p>Occasionally needs direction to execute assigned work.</p>	<p>Exhibits clear understanding of assigned work and its relationship to other areas.</p> <p>Rarely needs additional assistance or explanation in executing work assignments.</p> <p>When new procedures or processes are introduced, quickly learns them and begins efficient application.</p>	<p>Demonstrates keen understanding of assigned work and its relationship to other areas.</p> <p>Work assignments are always completed on time and to very high standards</p> <p>Takes initiative in seeking out and completing tasks without direction.</p> <p>Serves as a reliable resource to others regarding work processes and procedures.</p> <p>Continuously strives to improve processes, procedures, and routines.</p>
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
3b: Attain and maintain appropriate licenses, certifications, and training.	<p>Required licenses, certifications, and training have not been attained or maintained.</p>	<p>Is in the process of attaining or maintaining the licenses, certifications, and training required for the position.</p>	<p>Consistently attains or maintains all licenses, certifications, and training required for the position.</p>	<p>Attains and maintains value-added licenses, certifications, and training beyond that which is required for the position.</p>
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

3c: Display neatness, accuracy and skillfulness.	<p>Work produced is of unacceptable quality.</p> <p>Work frequently needs to be redone</p> <p>Work is rarely accurate, neat, or thorough.</p>	<p>Inconsistently produces work that meets quality expectations for neatness and accuracy.</p> <p>Work occasionally needs to be redone.</p> <p>Displays a basic understanding of work quality standards.</p>	<p>Generally produces work that meets quality expectations for neatness and accuracy.</p> <p>Work seldom needs to be redone.</p> <p>Demonstrates ability to meet work quality standards.</p>	<p>Consistently produces work of high quality, exceeding expectations for accuracy and detail.</p> <p>Work rarely needs to be redone.</p> <p>Consistently exhibits skill in achieving work quality standards.</p>
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
3d: Demonstrate ownership and task-orientation in work.	<p>Job assignments are stretched to fill work shift.</p> <p>Tasks are not completed.</p> <p>Work is rarely accomplished without close supervision.</p>	<p>Is frequently distracted from task; thereby making it difficult to meet production standards.</p> <p>Often needs reminders to complete assigned tasks.</p> <p>Seldom accomplishes more than assigned work.</p>	<p>Meets production standards expected of the position.</p> <p>Seeks other tasks when assigned work is completed.</p> <p>Usually accomplishes more than assigned work.</p>	<p>Consistently exceeds production standards expected of the position.</p> <p>Regularly performs other tasks when assigned work is completed.</p> <p>Consistently accomplishes more than assigned work.</p>
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
3e: Identify and use resources - including equipment and technology specific to the position - efficiently and effectively.	<p>Quality of work undermines the efficient achievement of goals and objectives.</p> <p>Wastes time and supplies.</p> <p>Does not use and/or maintain equipment and supplies efficiently or effectively.</p>	<p>Quality of work does not contribute to the efficient achievement of goals and objectives.</p> <p>Ineffectively uses technology and supplies to produce work of inconsistent quality.</p>	<p>Quality of work consistently meets standards for position.</p> <p>Completes tasks with satisfactory efficiency.</p> <p>Proficiently uses technology and supplies to produce quality work.</p>	<p>Quality of work consistently exceeds standards for position.</p> <p>Completes tasks with exceptional efficiency.</p> <p>Skillfully uses technology and supplies to produce work of exceptional quality.</p>
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

3f: Keep appropriate records.	Record keeping is usually late and/or incomplete.	Is often late or incomplete in maintaining records.	Keeps accurate and timely records as appropriate.	Keeps complete, accurate and timely records as appropriate. Takes responsibility for devising and improving record-keeping systems.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

Domain 4: Professionalism/Follows District Policies and Safety Procedures

COMPONENT The employee will:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Attend work regularly and on time.	Absences and/or tardiness are frequent and interfere with job performance. Proper notification of absence or lateness is not given. Leave and reporting procedures are not followed.	Absence and/or tardiness may interfere with job performance. Occasionally absent or tardy without proper notification. Inconsistently complies with leave and reporting procedures.	Consistently observes working hours with minimal absences. Never absent without proper notification. Appropriately and prudently uses leave, adhering to District leave policies.	Regularly attends work related activities. Is frequently involved in planning, preparing, and facilitating work related activities at the district, school, or unit level.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4b: Exhibit professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Appropriate and professional demeanor, including dress, grooming, hygiene, and language, is lacking.	Inconsistently exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Exhibits professional demeanor that fosters professional growth appropriate to position.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4c: Adapt to changes in job duties.	Changes in job duties meet with resistance; suggestions to implement changes in responsibilities, methods, and procedures are ignored. Flexibility is not demonstrated in response to special circumstances.	Does not always adapt to changes in job duties or accept suggestions to implement changes in responsibilities methods and procedures. Generally demonstrates flexibility in order to accommodate special circumstances.	Readily adapts to changes in job duties. Accepts suggestions and takes steps to implement changes in responsibilities, methods and procedures. Demonstrates flexibility in order to accommodate special circumstances.	Responds confidently to the demands of work when confronted with change, adversity and other challenges.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

COMPONENT The employee will:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Exercise discretion and safeguard confidential information.	Discretion is not exercised. Confidential and privileged information fails to be safeguarded.	Inconsistently exercises discretion. Unreliably safeguards confidential and privileged information.	Usually exercises discretion. Safeguards confidential and privileged information	Reliably exercises discretion. Safeguards confidential and privileged information.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4e: Make sound decisions.	A lack of judgment, under both normal and unusual circumstances is frequently apparent.	Inconsistently makes sound decisions, anticipates needs, and uses good judgment under normal or unusual circumstances.	Usually makes sound decisions, anticipates needs, and uses good judgment under normal or unusual circumstances.	Consistently makes sound decisions, anticipates needs, and uses good judgment under both normal and unusual circumstances.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4f: Delegate and/or demonstrate responsibility.	Fails to delegate or demonstrate responsibility.	Sometimes delegates and/or demonstrates responsibility.	Delegates and/or demonstrates responsibility, following up to ensure success.	Consistently delegates and/or demonstrates responsibility, following up to ensure success.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4g: Work independently.	Work is not effective without direct supervision.	Occasionally effective working independently with little direct supervision.	Usually effective working independently with little direct supervision.	Consistently effective working independently without direct supervision: self-reliant.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

4h: Demonstrate interest in personal professional development.	Job-growth workshops and training opportunities are not taken.	Occasionally participates in job-growth workshops and/or training opportunities.	Seeks out and participates in job-growth workshops and/or training opportunities.	Consistently and actively seeks out and participates in job-growth workshops and training opportunities.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4i: Set and achieve professional goals.	Professional goals are not set or achieved.	Occasionally sets and/or achieves professional goals.	Frequently sets and achieves professional goals.	Consistently sets and achieves professional goals.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4j: Treat all persons with respect and civility, value diversity, and resolve conflicts professionally by developing and maintaining professional relationships with colleagues and the public.	Treatment of others lacks civility, fails to value diversity, and promotes rather than resolves conflict. Professional relationships with colleagues and the public are neither developed nor maintained.	Inconsistently treats people with respect and civility, does not always value diversity, or resolve conflicts professionally. Inconsistently develops and maintains professional relationships with colleagues and the public.	Generally treats all people with respect and civility, values diversity, and resolves conflicts professionally. Generally develops and maintains professional relationships with colleagues and the public.	Consistently treats all people with respect and civility, values diversity, and resolves conflicts professionally. Consistently develops and maintains professional relationships with colleagues and the public.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				
4k: Share job knowledge and experience to promote unit's overall efficiency and productivity.	Job knowledge and experience are not shared with others.	Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Consistently shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

4l: Apply appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.	Many department or building policies, procedures, work rules, and safety practices are not followed.	Understands most policies, procedures, work rules, and safety practices, but does not routinely follow them without input from supervisor.	Understands and routinely follows policies, procedures, work rules, and safety practices without supervision.	Actively inquires about, comprehends and implements building and department policies, procedures, work rules, and safety practices.
<i>Fall Self-Assessment</i>				
<i>Spring Self-Assessment</i>				

PERFORMANCE GOAL(S)

Goal Criteria

1. Performance goal(s) are designed to encourage professional growth and improve job skills and job performance.
2. The evaluator will approve all performance goals.
3. Progress toward meeting performance goals will be considered during evaluations.
4. Performance goals will pertain to some aspect of employee's job responsibilities and/or professional growth.
5. Performance goals will pertain to the Self-Assessment.
6. Performance goals should be written in SMART goal format so progress can be measured and within the limits of what the employee can control.
7. Voluntary training will be available to assist employees in writing performance goals.

Guidelines for Employees

In a meeting with their evaluator, all employees will be required to develop performance goals. Employees will complete the self-assessment prior to the meeting. A meeting should be completed within a month of employment to establish goal(s).

For probationary employees, goal progress should be measured near the end of the employee's sixth month of employment. Goals may be established by the evaluator at each evaluation period. In some cases, the evaluator will prescribe goals based on areas of concern or a shift in job responsibilities.

In advance of each evaluation meeting, the district encourages employees to reflect on their progress toward meeting goals. Specific examples and/or objective data and documentation supporting progress toward a goal are strongly recommended. Documentation may include, but is not limited to, input form for classified employees' evaluation process materials developed, training dates, job logs, and production data. This documentation should be shared with the evaluator at the time of the assessment conference as evidence of goal attainment. The self-assessment is completed before the annual evaluation meeting.

INPUT FORM

Person requesting input: _____
(name of classified employee being evaluated)

Person giving input: _____
(name of staff member asked to give input)

Date: _____ School: _____ Evaluator: _____

Instructions for person requesting input: Fill out the information above and give to the person you would like to give input on your evaluation.

Instructions for person giving the input: The following is a list of the different areas that a classified staff member will be evaluated. You may comment on any of the components in each area. **You are not expected to comment on every component.** They are listed here to help you organize your thoughts. Please make your comments in the **four boxes** below. **After you complete this form give it directly to the evaluator listed above.**

PLANNING AND ORGANIZATION

- 1a) Prioritize and organize tasks effectively
- 1b) Complete work within time limits
- 1c) Display initiative

Comments

COMMUNICATION AND INTERPERSONAL SKILLS

- 2a) Understand and follow instructions, and ask questions when needed
- 2b) Respond to requests in a timely manner with complete information
- 2c) Collaborate with others to complete tasks and solve problems when appropriate
- 2d) Communicate in an open, courteous, tactful and constructive manner using effective written and verbal communication skills

Comments

JOB PERFORMANCE

- 3a) Perform job procedures and responsibilities
- 3b) Attain and maintain appropriate licenses, certifications and trainings
- 3c) Display neatness, accuracy and skillfulness
- 3d) Demonstrate ownership and task-orientation in work
- 3e) Identify and use resources - including equipment and technology specific to the position – efficiently and effectively
- 3f) Keep appropriate records

Comments

PROFESSIONALISM/FOLLOWS DISTRICT POLICIES AND SAFETY PROCEDURES

- 4a) Attend work regularly and on time
- 4b) Exhibit professional demeanor appropriate to position, including dress, grooming, hygiene, and language
- 4c) Adapt to changes in job duties
- 4d) Exercise discretion and safeguard confidential information
- 4e) Make sound decisions
- 4f) Delegate and/or demonstrate responsibility
- 4g) Work independently
- 4h) Demonstrate interest in personal professional development
- 4i) Set and achieve professional goals
- 4j) Treat all persons with respect and civility, value diversity, and resolve conflicts professionally by developing and maintaining professional relationships with colleagues and the public
- 4k) Share job knowledge and experience to promote unit’s overall efficiency and productivity
- 4l) Apply appropriate district, building, and departmental policies, procedures, and work rules, including safety practices

Comments

CLASSIFIED PERFORMANCE EVALUATION SUMMARY

PROBATIONARY/REGULAR
(To be completed by evaluator)

COVER SHEET

Name: _____	Date: _____
Job Location: _____	Job Title: _____
Evaluator: _____	
Probationary: 6 th Month _____	1 st Year _____
Regular Status: _____	

PERFORMANCE EVALUATION

Evaluators will inform new employees about the probationary cycle for evaluation and give the dates to each employee. The Classified Performance Evaluation Summary Form will be used for evaluations of probationary and regular status employees. Evaluators may choose to evaluate a regular status employee off-cycle at any time. Evaluators may require the Classified Self-Assessment form to be completed prior to the six-month evaluation.

Directions for Evaluators:

1. Read and review the four domains.
2. Read and review the Levels of Performance for each component with each domain.
3. Review the employee's goal(s).
4. Review observations and work performance of the employee.
5. Review the employee's self-assessment form.
6. Review input submitted from staff selected by the employee.
7. Complete the demographic data at the top of the Classified Performance Evaluation Cover Sheet being sure to indicate the employee's employment status.
8. Complete the Performance Evaluation Summary marking with an "x" or checkmark the Level of Performance.
9. Indicate progress, or lack of progress, the employee has made toward his/her individual goal(s). Look for specific examples and/or objective data that will support or refute this progress.
 - a. Ask employees for any documentation indicating progress during the evaluation period.
10. Review the evaluation form including anecdotal comments, concerns and other pertinent information with the employee.
 - a. This information may be listed in any of the "Comments" boxes or in the "Additional Evaluator Comments" box on the form.
11. Offer the employee an opportunity to provide written feedback and attach any feedback to the evaluation form.
12. Sign and date the form.
13. Submit the completed original Classified Performance Evaluation Summary to Personnel for each evaluation period (six months for probationary employees and annually for regular status employees on-cycle).
 - a. Provide a copy of the completed and signed form to the employee.
 - b. Keep a copy of the form for your working file.

CLASSIFIED PERFORMANCE EVALUATION SUMMARY

PROBATIONARY/REGULAR (To be completed by evaluator)

Name: _____ Date: _____

Job Location: _____ Job Title: _____

Probationary: 6th month _____ Annual Regular Status: _____

DOMAIN 1: PLANNING AND ORGANIZATION	Unsatisfactory	Basic	Proficient	Distinguished
1a) Prioritize and organize tasks effectively				
1b) Complete work within time limits				
1c) Display initiative				
Comments				
DOMAIN 2: COMMUNICATION AND INTERPERSONAL SKILLS	Unsatisfactory	Basic	Proficient	Distinguished
2a) Understand and follow instructions, and ask questions when needed				
2b) Respond to requests in a timely manner with complete information				
2c) Collaborate with others to complete tasks and solve problems when appropriate				
2d) Communicate in an open, courteous, tactful and constructive manner using effective written and verbal communication skills				
Comments				
DOMAIN 3: JOB PERFORMANCE	Unsatisfactory	Basic	Proficient	Distinguished
3a) Perform job procedures and responsibilities				
3b) Attain and maintain appropriate licenses, certifications and trainings				
3c) Display neatness, accuracy and skillfulness				
3d) Demonstrate ownership and task-orientation in work				
3e) Identify and use resources - including equipment and technology specific to the position – efficiently and effectively				
3f) Keep appropriate records				

Comments				
DOMAIN 4: PROFESSIONALISM/FOLLOWS DISTRICT POLICIES AND SAFETY PROCEDURES	Unsatisfactory	Basic	Proficient	Distinguished
4a) Attend work regularly and on time				
4b) Exhibit professional demeanor appropriate to position, including dress, grooming, hygiene, and language				
4c) Adapt to changes in job duties				
4d) Exercise discretion and safeguard confidential information				
4e) Make sound decisions				
4f) Delegate and/or demonstrate responsibility				
4g) Work independently				
4h) Demonstrate interest in personal professional development				
4i) Set and achieve professional goals				
4j) Treat all persons with respect and civility, value diversity, and resolve conflicts professionally by developing and maintaining professional relationships with colleagues and the public				
4k) Share job knowledge and experience to promote unit's overall efficiency and productivity				
4l) Apply appropriate district, building, and departmental policies, procedures, and work rules, including safety practices				
Comments				

ADDITIONAL EVALUATOR COMMENTS

Progress made during evaluation period

Goal to consider for next evaluation Period

Employee Comments

Evaluator's recommendation regarding this classified employee's employment:

Probationary Status	Regular Status
<input type="checkbox"/> Move to Regular Status	<input type="checkbox"/> Continue Regular Status
<input type="checkbox"/> Termination of Employment	<input type="checkbox"/> Program of Assistance for Improvement
<input type="checkbox"/> Resignation	<input type="checkbox"/> Termination of Employment
	<input type="checkbox"/> Resignation
	<input type="checkbox"/> Retirement

*Employee Signature Date

Evaluator Signature Date

*Employee's signature signifies reading the material to be filed & does not necessarily indicate agreement with its content.

Original: Personnel file DO Copy: Employee Copy: Evaluator

SMART Goal(s)

Name: _____ **School:** _____ **Date:** _____

GOALS IN SMART FORMAT

Goals to be achieved during the evaluation period:

Goal 1:

By _____, the employee _____
date name

will _____

in _____ as measured by
Domains

(measurable evaluation method)

List the activities or strategies you will do to accomplish this goal:

Reminder:

- Specific
- Measurable
- Attainable
- Results
- Time bound

Employee Signature Fall Review Date

Evaluator Signature Fall Review Date

Employee Signature Spring Review Date

Evaluator Signature Spring Review Date

Name: _____ School: _____ Date: _____

GOALS IN SMART FORMAT

Goals to be achieved during the evaluation period:

Goal 2: (optional)

By _____ , the employee _____
date name

will _____

in _____ as measured by
Domains

(measurable evaluation method)

List the activities or strategies you will do to accomplish this goal:

Reminder:

- Specific
- Measurable
- Attainable
- Results
- Time bound

Employee Signature Fall Review Date

Evaluator Signature Fall Review Date

Employee Signature Spring Review Date

Evaluator Signature Spring Review Date

WRITING SMART GOALS

Setting goals for employees is required as part of the evaluation process. The goal(s) should be a reflection of the employee's self-assessment, the last evaluator's performance evaluation summary and/or as a result of a discussion between the employee and the evaluator. Goals are written for one year for all employees.

Goals are based on the domains within the Classified Self-Assessment. Goals should be **Specific, Measurable, Attainable, Results-oriented and Time-bound (SMART)**.

SMART Goals:

Specific-Know precisely what you want to achieve. To set a specific goal consider the six "W" questions:

- Who: Is involved?
- What: Do I want to accomplish?
- When: Establish time frame
- Which: Identify requirements and constraints
- Where: Identify location
- Why: Specific reasons, purpose or benefits of accomplishing the goal

Measurable-Establish concrete criteria for measuring progress toward the attainment of each goal set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. To determine if your goal is measurable, ask questions such as.... How much? How many? How will I know when my goal is accomplished?

Attainable- When you identify goals that are most important to you, you begin to figure out ways you can make them come true. Rather than setting lofty but unreachable goals, stretch yourself, and at the same time be reasonable. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. (Goals that may have seemed far away and out of reach, eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them.)

Results-Oriented- The goal focuses on the intended results. The goal states what the results will be and how it will be measured. The general results of the professional growth goal impact your professional growth, your unit, or your building.

Time-bound- Goals that have no timeline might as well not be goals at all, because you'll have little incentive to achieve them. Setting a realistic time-frame for your goals helps you maintain momentum and follow through with the completion of your tasks.

EXAMPLES OF SMART GOALS

Goal Example:

By June 1, 2010 , the employee (an educational assistant)
date name

will prioritize tasks and complete work on time

in Component 1b: Complete work within time limits as measured by
Domains

written feedback given by supervising teacher.
(measurable evaluation method)

List the activities or strategies you will do to accomplish this goal:

1. Create weekly progress report to be completed by supervisor/supervising teacher.
2. Develop a check-off list of tasks and completion dates.

Goal Example:

By June 1, 2010 , the employee (food helper-food service)
date name

will work effectively and independently with little direct supervision

in Component 4g: Work independently as measured by
Domains

monthly written feedback given by supervising cook.
(measurable evaluation method)

List the activities or strategies you will do to accomplish this goal:

1. Seek weekly input from food service manager or supervisor for effectiveness.
2. After work is complete double check responsibilities and tasks are fulfilled.

Goal Example:

By June 1, 2010 , the employee (custodian)
date name

will keep accurate records monthly for cleaning schedules

in Component 3f: Keep accurate records as measured by
Domains

a monthly cleaning schedule check list.
(measurable evaluation method)

List the activities or strategies you will do to accomplish this goal:

1. Create, revise, and/or review monthly schedule to ensure knowledge of tasks.
2. Meet with supervisor for input on accuracy of record keeping.

Goal Example:

By June 1, 2010 , the employee (secretary)
date name

will communicate in an open, courteous, tactful, and constructive manner using
effective written and verbal communication skills

in Component 2d: Communicate effectively as measured by
Domains

a short survey given randomly to parents and staff.
(measurable evaluation method)

List the activities or strategies you will do to accomplish this goal:

1. Develop a survey to receive feedback on communication skills.
2. After survey results are compiled actively seek strategies to improve communication skills.
3. Create follow up survey.