

# Classified Personnel Evaluation Handbook

Worth County School District

HUMAN RESOURCES DEPARTMENT

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## **Purpose**

The purposes of the Worth County School District Classified Personnel Evaluation System are to:

- improve or support instruction and learning
- enhance implementation of curricular programs
- measure professional growth, development, and performance
- promote and improve communications between the employee and the Supervising Administrator
- provide insight and feedback regarding the employee's performance, including areas of strength, opportunities for growth and need for improvement
- provide recognition for outstanding performance
- ensure that consistent procedures and uniform performance standards are used for the evaluation of all classified personnel.

## **Classified Personnel Evaluation Frequency**

All classified personnel will receive a minimum of one summative evaluation during each year. A summative evaluation is the written summary and analysis of all the performance-related information during the evaluation period. At any time, the supervising administrator may provide more frequent summative evaluations for any employee for any reason or for no reason.

The annual deadline for completion and submission of summative evaluation reports is May 1.

## **EVALUATOR DESIGNATION**

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### **Classified Personnel Assigned to Schools**

- The evaluator for all classified personnel assigned to work at a specific school will be the Principal or designee of the campus where the employee is assigned. The evaluations for school nutrition assistants will be conducted by school nutrition managers and the School Nutrition Director. The School Nutrition Director will evaluate school nutrition managers.
- Evaluators must seek input into the summative evaluation for classified personnel whose daily employment responsibilities are organized and/or overseen by another employee at the school. The employee who organizes the daily work of the employees will provide the evaluator ongoing information about the daily performance of the certified employee in relationship to the work assignments. Examples of those who organize the daily work of classified personnel are teachers who work with paraprofessionals.
- The evaluator may seek input into the summative evaluation from other parties who are affected by the work of the employee.

### **Classified Personnel Assigned to District Departments**

- The evaluator for all classified personnel assigned to district-level departments will be the director of the department or another supervising administrator.
- The evaluator must seek input into the summative evaluation for classified personnel whose daily employment responsibilities are organized by another person in the department. The person who organizes the daily work of the employee will provide the evaluator ongoing information about the daily performance of the employee in relationship to the work assignments. Examples of those who organize the daily work of employees are the Assistant Director of Maintenance and the Assistant Transportation Director.

- The evaluator may also seek input into the summative evaluation from other parties who are affected by the work of the employee.

### **Classified Personnel Assigned to More Than One Site**

- When classified personnel are assigned to more than one site, the designated evaluators for both sites will collaboratively develop and co-sign any written documentation for the evaluation process. Written information relative to the summative evaluation and/or any supporting documentation may be presented to the employee by one or both evaluators. It is not required that both evaluators participate in the Goal Setting Conference.

### **Orientation to the Classified Personnel Evaluation System for New Classified Personnel**

- Within three to four weeks of the employment of new classified personnel, the evaluator will meet with the employee (individually or in a group) to provide the following information:
  1. input will be provided by multiple resources to the evaluator
  2. the performance standards by which evaluations are conducted
  3. the timelines for formative and summative evaluation of performance

At that time, the evaluator will deliver a copy of the classified personnel standards and indicators and answer any questions regarding employment responsibilities. *(See Evaluation Conference Guidelines, Initial Evaluation Conference below).*

At such time as major revisions are made to the classified personnel evaluation process, evaluators will conduct general or individual meetings to inform employees to those revisions and advise as to where the Classified Personnel Evaluation Handbook is located online. *(See Evaluation Conference Guidelines, Initial Evaluation Conference below.)*

## **EVALUATION CONFERENCE GUIDELINES**

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### **Initial Evaluation Conference** *(See Orientation to the Classified Personnel Evaluation System above.)*

- Inform the employee of the name of the supervising administrator who will be their evaluator.
- Review standards, indicators, frequency, and timelines of evaluation.
- Provide an opportunity for the employee to ask questions regarding the evaluation process.
- Discuss the type of information that will be observed or otherwise gathered.
- Inform the employee that information will come from multiple resources concerning input into the evaluation.
- Inform employee of his/her opportunity to contribute information regarding their own performance and specify a date for submitting this information.

### **Summative Evaluation Conference**

- Rate the employee on all classified employee performance standards and indicators using the Summative Evaluation Report for Classified Personnel. *(See Performance Standards, Indicators, and Levels of Performance on pages 6-11.)*
- Mark ratings for the employee using the Excel document entitled Summative Evaluation Report for Classified Personnel. This report will calculate an overall rating for the employee. *(See example of Summative Evaluation Report for Classified Personnel on pages 15-16.)* For classified personnel in supervisory roles, use the Summative Evaluation Report for Supervisory Classified Personnel. *(See example of Summative Evaluation Report for Supervisory Classified Personnel on pages 17-19.)*

- Provide the employee's completed Summative Evaluation Report and have available a copy of the performance standards and indicators during the conference.
- Review goal(s) from previous evaluation period.
- If the employee has received a *Needs Development* rating, provide written feedback as to the reason(s) for the *Needs Development* rating. Document how the employee can make progress from one level to the next.
- When one or more standards are rated *Ineffective*, the evaluator will provide documentation of concerns to the employee which will be attached to and forwarded with the Summative Evaluation Report to the HR Department. Establish a goal on a Goal Setting Conference Summary form for immediate implementation to inform the employee as to how to progress from one level to the next.
- The evaluator and employee sign the Summative Evaluation Report. If the employee refuses to sign, inform the employee the evaluation will move forward "unsigned" and indicate on the Summative Evaluation Report that the employee chose not to sign the document. Provide one copy to the employee, retain one copy at the site, and forward the original with signatures to the HR Department on or before May 1 annually.
- Inform the employee of his/her opportunity to write a rebuttal to the information contained in the summative evaluation within five working days of the date it is signed.

### **Evaluation Information**

The following sources of information support determinations of level of performance:

- Observations of evaluator and/or designated input source.
- Documentation of completed training and/or continued education that is related to the current assignment or preparation for another district assignment.
- Documentation of corrective feedback or feedback of commendation from the evaluator and/or designated input source.
- Documented certifications of specialized training related to assignment and/or licenses or certifications legally required for the position.
- Documentation of developing and achieving a growth goal.
- Documentation of performance provided by the employee.

**Worth County School District  
Classified Employee Performance Standards and Indicators**

<b>PERFORMANCE STANDARD #1: WORK HABITS</b>				
<b>Classified employees practice work habits that directly and/or indirectly support the instructional program and enhance student learning.</b>				
<b>Indicators of Effectiveness</b> The employee should know and be able to:	<b>Levels of Performance</b> The employee performing at this level:			
	<b>Ineffective</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1a</b> organize and use resources to maximize productivity.	- <b>fails to</b> organize and/or use available resources resulting in loss of productivity.	- <b>sometimes</b> organizes and uses available resources to demonstrate productivity.	- <b>consistently</b> organizes and uses available resources to demonstrate productivity.	- has <b>exceptional</b> ability to organize and has demonstrated positive and significant impact on the productivity of the school or department.
<b>1b</b> demonstrate reliability and dependability.	- is <b>excessively</b> absent and/or frequently reports late to work. - <b>does not</b> begin work at scheduled starting times and/or is not flexible when schedule or assignment changes (including returns from breaks, lunch, etc.)	- is <b>frequently</b> absent and/or reports late to work. - <b>frequently</b> does not begin work at scheduled starting times and/or is not flexible when schedule or assignment changes (including returns from breaks, lunch, etc.)	- is <b>rarely</b> absent from work. - <b>consistently</b> begins work at the scheduled starting times and displays willingness to remain flexible with schedule or assignment changes.	- has <b>exceptional</b> attendance. - <b>promptly</b> begins work at scheduled starting time and is very flexible with schedule or assignment changes. - <b>always</b> seeks approval in advance for any schedule changes.
<b>1c</b> observe rules and practices to protect the safety of self and others.	- <b>fails to</b> carry out duties in a safe manner. - <b>fails to</b> show concern for safety to self and others. - <b>fails to</b> anticipate hazards and/or to take action to prevent accidents. - <b>fails to</b> adjust behavior to the situation to maintain safety.	- <b>usually</b> carries out duties in a safe manner. - <b>usually</b> shows concern for safety of self and others. - <b>usually</b> anticipates hazards and takes action to prevent accidents. - <b>usually</b> adjusts behavior to the situation to maintain safety.	- <b>consistently</b> carries out duties in a safe manner. - <b>consistently</b> shows concern for safety of self and others. - <b>consistently</b> anticipates hazards and takes action to prevent accidents. - <b>consistently</b> adjusts behavior to the situation to maintain safety.	- is <b>exceptional</b> at carrying out duties in a safe manner, exhibiting concern for safety of self and others, and anticipating hazards and taking preventative action. - exhibits <b>thorough</b> understanding of safety rules and regulations and helps the district improve safety protocols by his/her actions.
<b>1d</b> establish an orderly work environment that enhances job effectiveness.	- <b>does not</b> maintain an organized work area; work area does not promote job effectiveness.	- <b>usually</b> maintains a work area that is somewhat disorganized but appears to be functional	- <b>consistently</b> maintains a work area that is organized and functional.	- <b>exceeds</b> expectations for maintaining a work area that is highly organized and functional and one that significantly contributes to a higher level of efficiency in the organization.
<b>1e</b> adapt to new challenges and changes in the work situation and work environment.	- responds to minor interruptions or temporary changes in the work routine with <b>difficulty</b> , resulting in reduced productivity. - adjusts to unanticipated work demands and/or work requirements with <b>difficulty</b> . - demonstrates actions that show <b>resistance</b> to implementing change.	- <b>usually</b> addresses interruptions or temporary changes in the work routine. - <b>usually</b> adjusts to unanticipated demands and work requirements. - demonstrates actions that show <b>limited</b> implementation of change.	- <b>consistently</b> anticipates and deals effectively with interruptions or changes in the work routine. - <b>consistently</b> accepts challenges and adjusts quickly and effectively to unanticipated demands and work requirements. - <b>consistently</b> demonstrates actions that show timely implementation of change.	- has the <b>exceptional</b> ability to anticipate and embrace changes and interruptions in the work routine. - demonstrates <b>leadership</b> by helping co-workers understand and accept challenges.

**Worth County School District  
Classified Employee Performance Standards and Indicators**

<b>PERFORMANCE STANDARD #2: QUALITY OF WORK</b>				
<b>Classified employees work efficiently, accurately, and safely within the time allocated.</b>				
<b>Indicators of Effectiveness</b> The employee should know and be able to:	<b>Levels of Performance</b> The employee performing at this level:			
	<b>Ineffective</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>2a</b> demonstrate knowledge and skills to perform responsibilities.	<ul style="list-style-type: none"> <li>- <b>does not</b> demonstrate the skill needed to perform job responsibilities as outlined in the job description.</li> <li>- <b>does not</b> use tools and equipment as required by the job.</li> <li>- <b>lacks</b> understanding of or disregards job-related procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> demonstrates the skill needed to perform job responsibilities as outlined in the job description.</li> <li>- <b>usually</b> demonstrates proper use of tools and equipment required by the job.</li> <li>- demonstrates a <b>limited</b> understanding of job-related procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> demonstrates skills needed to perform job responsibilities as outlined in the job description.</li> <li>- <b>consistently</b> demonstrates proper use of tools and equipment required by the job.</li> <li>- <b>consistently</b> demonstrates a comprehensive understanding of job-related procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>exceeds</b> demonstration of abilities to perform job, trains others, and seeks advanced training and self-improvement to advance the goals of the district.</li> <li>- demonstrates <b>mastery</b> of all phases of the job.</li> </ul>
<b>2b</b> demonstrate initiative in completing job responsibilities.	<ul style="list-style-type: none"> <li>- <b>requires</b> ongoing supervision to initiate and/or complete responsibilities.</li> <li>- <b>lacks</b> self-direction, resourcefulness, and/or creativity.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> completes assigned responsibilities with some supervision.</li> <li>- is <b>sometimes</b> self-directed, resourceful, and/or creative.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> completes assigned responsibilities with minimal supervision.</li> <li>- <b>consistently</b> is self-directed, resourceful, and/or creative.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>exceptional</b> at completing assigned responsibilities with no supervision and proactively seeks ways to support the work of others to advance the goals of the district.</li> </ul>
<b>2c</b> demonstrate efficiency and productivity in completing job responsibilities.	<ul style="list-style-type: none"> <li>- uses time inefficiently and <b>frequently</b> exceeds deadlines for completing work.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> completes tasks with minimal error and in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> completes tasks with minimal error in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>- has the <b>exceptional</b> ability to complete tasks error-free.</li> </ul>
<b>2d</b> demonstrate problem-solving and decision-making skills in completing job responsibilities.	<ul style="list-style-type: none"> <li>- <b>does not</b> establish priorities appropriately and/or frequently misses deadlines.</li> <li>- has <b>difficulty</b> in adjusting to changes in workloads or schedules.</li> <li>- demonstrates <b>minimal</b> effort toward identifying a solution to an unanticipated problem in completing job responsibilities.</li> <li>- <b>does not</b> identify or adapt procedures for completing a novel task.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> establishes task priorities and meets deadlines.</li> <li>- <b>usually</b> adjusts to changes in workloads or schedules.</li> <li>- <b>sometimes</b> identifies or adapts procedures to complete a task.</li> <li>- <b>occasionally</b> requires help finding workable alternative solutions to unanticipated problems in performing job responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> establishes task priorities and meets pre-established schedules.</li> <li>- <b>consistently</b> adjusts to changes in workloads of schedules.</li> <li>- <b>consistently</b> identifies or adapts procedures for completing a novel task.</li> <li>- <b>consistently</b> identifies solutions to unanticipated problems in performing job responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>exceeds</b> task priorities and pre-established scheduled timelines.</li> <li>- <b>manages</b> changes in workloads or schedules.</li> <li>- has <b>exceptional</b> ability to identify and solve problems at the campus or department level.</li> </ul>

**Worth County School District  
Classified Employee Performance Standards and Indicators**

<b>PERFORMANCE STANDARD #3: RELATIONSHIPS</b>				
<b>Classified employees communicate and interact cooperatively with, recognize the value and diversity of, and demonstrate and inspire respect and courtesy for all others.</b>				
<b>Indicators of Effectiveness</b> The employee should know and be able to:	<b>Levels of Performance</b> The employee performing at this level:			
	<b>Ineffective</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>3a</b> foster communication for purposes of collaboration on work assignments.	<ul style="list-style-type: none"> <li>- <b>fails to</b> convey and/or receive information effectively.</li> <li>- <b>fails to</b> provide clear, accurate, relevant, and/or appropriately timed information to students, staff members, parents, and/or community members when working with others.</li> <li>- <b>does not</b> comply with a directive delivered by a supervisor or frequently fails to apply the suggestions of the supervisor to the work effort.</li> <li>- <b>fails to</b> cooperate with others.</li> </ul>	<ul style="list-style-type: none"> <li>- has <b>difficulty</b> conveying and receiving information effectively.</li> <li>- has <b>difficulty</b> providing clear, pertinent, and timely information to all students, staff members, parents, and community members that are part of a collaborative effort.</li> <li>- has <b>difficulty</b> complying with directives. <b>Sometimes</b> follows suggestions of supervisor.</li> <li>- <b>usually</b> cooperates others.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> communicates effectively to convey and receive information.</li> <li>- <b>consistently</b> provides clear, pertinent, and timely information to all students, staff members, parents, and community members that are part of a collaborative effort.</li> <li>- <b>consistently</b> complies with directives and suggestions of supervisor as an active participant.</li> <li>- <b>consistently</b> supports collaboration and cooperates with others.</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates <b>excellent</b> communication skills to convey and receive information.</li> <li>- has <b>exceptional</b> ability to provide clear, pertinent, and timely information to all students, staff members, parents, and community members as part of a collaborative effort.</li> <li>- <b>positively</b> collaborates with and promotes the goals and directives of supervisor.</li> <li>- <b>seeks</b> collaboration at the district level.</li> </ul>
<b>3b</b> participates as a cooperative and productive team member.	<ul style="list-style-type: none"> <li>- <b>fails to</b> actively listen to other team members.</li> <li>- makes <b>infrequent</b> contributions to ideas and/or efforts seeking resolution of issues and/or solutions to problems in work assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>sometimes</b> demonstrates active listening skills with others.</li> <li>- <b>sometimes</b> contributes ideas and efforts in seeking resolution of issues and/or solutions to problems in work assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> demonstrates active listening skills with others.</li> <li>- <b>consistently</b> contributes to ideas and efforts in seeking resolution of issues and/or solutions to problems in work assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- has <b>exceptional</b> ability to seek meaning while listening to others.</li> <li>- <b>exceptionally</b> contributes to ideas and efforts in seeking resolution of issues and/or solutions to problems, not only in the work assignment, but for the greater good of the district.</li> </ul>
<b>3c</b> show courtesy and respect in interactions with people to establish harmonious work relationships.	<ul style="list-style-type: none"> <li>- is <b>frequently</b> closed-minded, judgmental, and/or unresponsive to the ideas expressed by others.</li> <li>- <b>frequently</b> shows insensitivity or lack of respect for a range of opinion on issues.</li> <li>- either <b>does not</b> recognize or <b>does not</b> value diversity among others.</li> <li>- offers <b>infrequent</b> encouragement and/or support to others at work.</li> </ul>	<ul style="list-style-type: none"> <li>- is <b>usually</b> open-minded, non-judgmental, and responsive to the ideas expressed by others.</li> <li>- <b>usually</b> shows sensitivity toward and respect for a range of opinion on issues.</li> <li>- <b>usually</b> recognizes and values diversity among others.</li> <li>- <b>usually</b> encourages and supports others at work.</li> </ul>	<ul style="list-style-type: none"> <li>- is <b>consistently</b> open-minded, non-judgmental, and responsive to the ideas expressed by others.</li> <li>- <b>consistently</b> shows sensitivity toward and respect for a range of opinion on issues.</li> <li>- <b>consistently</b> recognizes and values diversity among others.</li> <li>- <b>consistently</b> encourages and supports others at work.</li> </ul>	<ul style="list-style-type: none"> <li>- has the <b>exceptional</b> ability to be open-minded and non-judgmental and is responsive to the ideas expressed by others.</li> <li>- <b>excels</b> at honoring sensitivity toward, respect for, and diversity among others.</li> <li>- is <b>always</b> encouraging and supportive of the work of others, significantly contributing to the development of a positive and productive work environment.</li> </ul>



**Worth County School District  
Classified Employee Performance Standards and Indicators**

<b>PERFORMANCE STANDARD #4: PROFESSIONALISM</b>				
<b>Classified employees have a responsibility to the profession, district, parents, students, and the public.</b>				
<b>Indicators of Effectiveness</b> The employee should know and be able to:	<b>Levels of Performance</b> The employee performing at this level:			
	<b>Ineffective</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>4a</b> adhere to federal and state laws and regulations pertaining to employment and education, Board of Education policies, the Code of Ethics for Educators, and school rules.	<ul style="list-style-type: none"> <li>- lacks awareness of or disregards <b>applicable</b> statutes and/or local policies and procedures.</li> <li>- <b>does not</b> complete professional responsibilities in accordance with regulations and rules related to site operation and assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- shows <b>limited</b> understanding of <b>applicable</b> statutes and local policies and procedures, and usually adheres to all <b>applicable</b> statutes and local policies and procedures.</li> <li>- demonstrates an <b>effort</b> to gain understanding of professional responsibilities in accordance with regulations and rules related to site operation and assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> understands and adheres to <b>applicable</b> statutes and local policies and procedures.</li> <li>- <b>consistently</b> completes professional responsibilities in accordance with regulations and rules related to site operation and assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>proactively</b> seeks opportunities, through active involvement at the campus, department, or district level, to help others better understand applicable statutes and local policies and procedures.</li> <li>- <b>always</b> completes professional responsibilities in accordance with regulations and rules related to site operation and assignment.</li> </ul>
<b>4b</b> exhibit behaviors that indicate commitment to the students, co-workers, parents, district, and community.	<ul style="list-style-type: none"> <li>- displays actions that indicate a <b>lack</b> of concern for the well-being and success of students, parents, co-workers, and community.</li> <li>- <b>does not</b> treat all people with dignity and respect nor acknowledges human diversity.</li> <li>- <b>does not</b> follow behavioral expectations and guidelines aligned with the district mission and district goals.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> supports the well-being and success of students, parents, co-workers, and community.</li> <li>- <b>usually</b> treats people with dignity, respect, and an acknowledgment of human diversity.</li> <li>- <b>usually</b> follows behavioral expectations and guidelines aligned with the district mission and district goals.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> supports the well-being and success of students, parents, co-workers, and community.</li> <li>- <b>consistently</b> treats people with dignity, respect, and an acknowledgment of human diversity.</li> <li>- <b>consistently</b> follows behavioral expectations and guidelines aligned with the district mission and district goals.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>exceeds</b> expectations in supporting ways to improve the well-being and success of students, parents, co-workers, and community.</li> <li>- <b>models</b> how to treat people with dignity, respect, and an acknowledgment of human diversity.</li> <li>- is a <b>leader</b> in helping others to understand behavioral expectations and guidelines aligned with the district mission and district goals.</li> </ul>
<b>4c</b> pursue professional growth and development.	<ul style="list-style-type: none"> <li>- <b>does not</b> seek or pursue lifelong learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>rarely</b> seeks and pursues lifelong learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>frequently</b> seeks and pursues lifelong learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>continuously</b> seeks and pursues multiple opportunities for lifelong learning.</li> </ul>

**Worth County School District  
Classified Employee Performance Standards and Indicators**

This standard applies **ONLY** to classified positions entitled School Nutrition Manager, Assistant Transportation Director, and Assistant Maintenance Director.

<b>PERFORMANCE STANDARD #5: MANAGEMENT SKILLS</b>				
<b>Classified employees demonstrate the ability to organize, direct, and monitor staff and/or resources.</b>				
<b>Indicators of Effectiveness</b> The employee should know and be able to:	<b>Levels of Performance</b> The employee performing at this level:			
	<b>Ineffective</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>5a</b> exhibit ability to plan, allocate, and manage personnel and resources effectively.	<ul style="list-style-type: none"> <li>- <b>does not</b> manage personnel or use resources effectively. Unresolved problems require frequent intervention by supervising administrator.</li> <li>- <b>does not</b> provide feedback and assistance to staff members.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> manages personnel and resources effectively. Unresolved problems require occasional intervention by supervising administrator.</li> <li>- <b>seldom</b> provides feedback and assistance to staff members.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> manages personnel and resources effectively. <b>Frequently</b> able to resolve problems without intervention by supervising administrator.</li> <li>- <b>consistently</b> provides feedback and assistance to staff members.</li> </ul>	<ul style="list-style-type: none"> <li>- exhibits <b>exceptional</b> leadership abilities in developing a productive work group, maintaining high employee morale and implementing improvements. Excels at managing personnel and resources effectively.</li> <li>- provides <b>ongoing</b>, constructive feedback to assist in the growth of other staff members.</li> </ul>
<b>5b</b> provide input to the evaluator on the performance of employees and assist in facilitating the development or growth of employees.	<ul style="list-style-type: none"> <li>- <b>fails</b> to adhere to district evaluation process.</li> <li>- <b>does not</b> work toward the development of appropriate growth of the employee</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> provides input on the performance of employees as specified in job description.</li> <li>- <b>usually</b> assists in supporting the professional development of employees.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> provides input to the evaluator on the performance of employees as specified in job description.</li> <li>- <b>consistently</b> assists in supporting the professional development of employees.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>provides</b> critical and valuable input to the evaluator on the performance of employees as specified in job description.</li> <li>- <b>encourages</b> and <b>supports</b> professional development opportunities for employees as related to the goals of the district.</li> </ul>
<b>5c</b> promote an environment that fosters positive employee morale.	<ul style="list-style-type: none"> <li>- provides a work environment that <b>discourages</b> communication and expression of concerns.</li> <li>- redirects employees <b>inconsistently</b> and/or in a disrespectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>usually</b> provides an effective working environment.</li> <li>- <b>usually</b> redirects employees in a positive, effective, clearly fair, and equitable manner</li> </ul>	<ul style="list-style-type: none"> <li>- <b>consistently</b> provides an environment in which employees feel welcome to communicate and express concerns.</li> <li>- <b>consistently</b> redirect employees in a positive, effective, clearly fair, and equitable manner.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>seeks</b> to build opportunities and develop a culture wherein employees feel welcome to communicate and express concerns.</li> <li>- <b>models</b> appropriate methods to redirect employees in a positive, effective, clearly fair, and equitable manner.</li> </ul>

## DEFINITIONS OF LEVELS OF PERFORMANCE

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### *Ineffective*

A rating of *Ineffective* indicates an inability or an unwillingness to model a respectful attitude, or to demonstrate necessary knowledge and skills toward meeting a standard of performance. The narrative statement must address the deficiency. A person who receives this rating must be provided an opportunity for growth through the development of goals. Goal setting must include goals related to the area(s) rated *Ineffective*. (See *Classified Personnel Goal Setting Conference Summary on page 12.*)

### *Needs Development*

A rating of *Needs Development* is an acceptable rating and indicates that the employee is continuing to learn and develop toward fully meeting a standard of performance. This rating is an acknowledgement of the current level of performance in developing or extending a skill. A person who receives this rating may be provided an opportunity for further growth through the development of goals. (See *Classified Personnel Goal Setting Conference Summary on page 12.*)

### *Proficient*

A rating of *Proficient* indicates the acquisition of and a willingness to model a respectful attitude and to demonstrate the necessary knowledge, skills, and ability in meeting a standard of performance. The use of this rating is to acknowledge the current level of performance. A person who receives this rating may be provided an opportunity for continuous growth through the development of professional goals. (See *Classified Personnel Goal Setting Conference Summary on page 12.*)

### *Exemplary*

A rating of *Exemplary* indicates the employee has mastered necessary knowledge, skills, and ability by demonstrating excellence at the current level of performance. The employee sets the standard for a respectful workplace environment by exhibiting a respectful and positive attitude. An employee who receives this rating is self-directed, proactive, and exhibits professional concern for quality work. The employee seeks out opportunities for continued professional growth in setting and achieving career goals.

### Notes:

- In the event an employee is rated *Ineffective*, a goal must be established to encourage growth toward *Proficient*.
- Classified Personnel Standard 5: Management Skills – **This standard applies ONLY to positions entitled School Nutrition Manager, Assistant Maintenance Director, or Assistant Transportation Director.**

## Classified Personnel Goal Setting Conference Summary

Name: \_\_\_\_\_

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

Location: \_\_\_\_\_

Conference Date: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Related Standard	Goal	Activity	Activity Completion Date	Evidences of Completion
<i>Name the standard and indicator.</i>	<i>Insert goal that is related to the standard and indicator.</i>	<i>Describe activity and resources that may be used.</i>	<i>Insert projected date of completion.</i>	<i>At the time the goal(s) is/are established, describe evidences that will demonstrate that the goal(s) has/have been met.</i>
<p><b>Evaluator Notes: Narrate here progress accomplished during current year by employee toward previously established goal(s) prior to completing the summative evaluation.</b></p>   				

**Note to Evaluator:** At least one follow-up/update meeting should take place before the summative evaluation to document progress.

***Goal Setting Conference Signatures***

Employee Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

***Update Meeting Signatures***

Employee Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

**Worth County School District**  
**Summative Evaluation Report for Classified Personnel**

Name

Location

Position

School Year

<b>Overall Performance Rating</b>					
<b>Standard 1. Work Habits</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
1a. Organize and use resources to maximize productivity	0	0	0	0	0
1b. Demonstrate reliability and dependability	0	0	0	0	0
1c. Observe rules and practices to protect the safety of self and others	0	0	0	0	0
1d. Establish an orderly work environment that enhances job effectiveness	0	0	0	0	0
1e. Adapt to new challenges and changes in the work situation and work environment	0	0	0	0	0
<b>Total Standard 1</b>					<b>0</b>
<b>Standard 2. Quality of Work</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
2a. Demonstrate knowledge and skills to perform job responsibilities	0	0	0	0	0
2b. Demonstrate initiative in completing job responsibilities	0	0	0	0	0
2c. Demonstrate efficiency and productivity in completing job responsibilities	0	0	0	0	0
2d. Demonstrate problem-solving and decision-making skills in completing job responsibilities	0	0	0	0	0
<b>Total Standard 2</b>					<b>0</b>
<b>Standard 3. Relationships</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
3a. Foster communication for purposes of collaboration on work assignments	0	0	0	0	0
3b. Participate as a cooperative and productive team member	0	0	0	0	0
3c. Show courtesy and respect in interactions with people to establish harmonious work relationships	0	0	0	0	0
<b>Total Standard 3</b>					<b>0</b>
<b>Standard 4. Professionalism</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
4a. Adhere to federal and state laws and regulations pertaining to employment and education, Board of Education Policies, the Code of Ethics for Educators, and school rules	0	0	0	0	0
4b. Exhibit behaviors that indicate commitment to the students, co-workers, parents, district, and community.	0	0	0	0	0
4c. Pursue professional growth and development	0	0	0	0	0
<b>Total Standard 4</b>					<b>0</b>
<b>GRAND TOTAL STANDARDS 1 - 4</b>					<b>0</b>

**Worth County School District  
Summative Evaluation Report for Classified Personnel**

The total point value for the overall rating for each individual standard is reflected below:

Evaluation of Performance by Standard				
Standard	Ineffective	Needs Development	Proficient	Exemplary
1	X			
2	X			
3	X			
4	X			

The final total point value of Standards 1-4 determine the overall evaluation of performance based on the scale below:

Overall Evaluation of Performance			
Ineffective	Needs Development	Proficient	Exemplary
0 - 10	11 - 29	30 - 40	41 - 45
X			

**Strengths:**

**Recommended Areas of Growth:**  
*Note: Ineffective and Needs Development ratings must always be supported with a written explanation.*

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

**Worth County School District**  
**Summative Evaluation Report for Supervisory Classified Personnel**

Name

Location

Position

School Year

<b>Overall Performance Rating</b>					
<b>Standard 1. Work Habits</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
<b>1a.</b> Organize and use resources to maximize productivity					0
<b>1b.</b> Demonstrate reliability and dependability					0
<b>1c.</b> Observe rules and practices to protect the safety of self and others					0
<b>1d</b> Establish an orderly work environment that enhances job effectiveness					0
<b>1e</b> Adapt to new challenges and changes in the work situation and work environment					0
<b>Total Standard 1</b>					<b>0</b>
<b>Standard 2. Quality of Work</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
<b>2a.</b> Demonstrate knowledge and skills to perform job responsibilities					0
<b>2b.</b> Demonstrate initiative in completing job responsibilities					0
<b>2c.</b> Demonstrate efficiency and productivity in completing job responsibilities					0
<b>2d.</b> Demonstrate problem-solving and decision-making skills in completing job responsibilities					0
<b>Total Standard 2</b>					<b>0</b>
<b>Standard 3. Relationships</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
<b>3a.</b> Foster communication for purposes of collaboration on work assignments					0
<b>3b.</b> Participate as a cooperative and productive team member					0
<b>3c.</b> Show courtesy and respect in interactions with people to establish harmonious work relationships					0
<b>Total Standard 3</b>					<b>0</b>
<b>Standard 4. Professionalism</b>					
The employee should know and be able to:	Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
<b>4a.</b> Adhere to federal and state laws and regulations pertaining to employment and education, Board of Education Policies, the Code of Ethics for Educators, and school rules					0
<b>4b.</b> Exhibit behaviors that indicate commitment to the students, co-workers, parents, district, and community					0
<b>4c.</b> Pursue professional growth and development					0
<b>Total Standard 4</b>					<b>0</b>

**Worth County School District  
Summative Evaluation Report for Supervisory Classified Personnel**

<b>Standard 5. Management Skills</b>									
The employee should know and be able to:					Ineff (0)	ND (1)	Prof (2)	Exemp (3)	Total
<b>5a.</b>	Exhibit ability to plan, allocate, and manage personnel and resources effectively								0
<b>5b.</b>	Provide input to the evaluator on the performance of employees and assist in facilitating the development or growth of employees								0
<b>5c.</b>	Promote an environment that fosters positive employee morale								0
<b>5d.</b>	Encourage the development of employees through appropriate training opportunities								0
<b>Total Standard 5</b>									<b>0</b>
<b>GRAND TOTAL STANDARDS 1 - 5</b>									<b>0</b>

The total point value for the overall rating for each individual standard is reflected below:

<b>Evaluation of Performance by Standard</b>				
Standard	Ineffective	Needs Development	Proficient	Exemplary
1	X			
2	X			
3	X			
4	X			
5	X			

The grand total point value of Standards 1-5 determine the overall evaluation of performance based on the scale below:

<b>Overall Evaluation of Performance</b>			
Ineffective	Needs Development	Proficient	Exemplary
0 - 18	19 - 37	38 - 51	52 - 57
X			

**Strengths:**

**Recommended Areas of Growth:**

*Note: Ineffective and Needs Development ratings must always be supported with a written explanation.*



**Worth County School District  
Summative Evaluation Report for Supervisory Classified Personnel**

**I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.**

Employee's Signature

Date

Evaluator's Signature

Date

## **DEFINITION OF TERMS**

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**Classified personnel** – includes paraprofessionals, maintenance workers, bus drivers, mechanics, school nurses, and all other classified employees.

**Designated Input Source** – a person, other than the evaluator, who assigns and monitors the daily work of an employee.

**Evaluation** – an assessment of job performance for a given period of time.

**Evaluator** – the supervising administrator responsible for determining the performance level of an employee.

**Goals** – growth-oriented outcome statements.

**Indicators** – specific statements of employee behaviors within a performance standard that, if demonstrated, indicate that the employee is meeting district expectations.

**Orientation** – refers to activities and/or programs organized to prepare employees and evaluators for the evaluation process.

**Standards** – general statements of district expectations for major areas of work performance.

**Summative evaluation** – the summary and analysis of all the performance-related information during a specific evaluation period.