

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

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

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

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

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

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

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

DEFINITIONS OF LEVELS OF PERFORMANCE

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.**