



Flagler Schools PERFORMANCE EVALUATION Non-Instructional

Name _____

Position _____

Employment Date _____

Evaluation Period _____

Type of Evaluation:	<input type="checkbox"/> Annual	<input type="checkbox"/> New Employee	<input type="checkbox"/> Probationary
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General Instructions

This performance Evaluation is designed for supervisors to assess the performance of their employees. Section I covers critical performance factor, customer service. Section II identifies any professional development the employee has completed during the last evaluation period. Section III identifies major performance factors for support personnel. Section IV allows for supervisor comments and identifies future training, goals and objectives. Section V identifies overall rating and supervisor/reviewer/employee signatures. Upon completion of the appraisal, the supervisor should sign the document and obtain the necessary signature of the reviewer. The employee's signature should be obtained after the supervisor has met one-on-one with the employee to review the appraisal. Please include employee comments with this form before submitting to Human Resources.

PLEASE NOTE: This performance appraisal form is to be used for all job groups (full-time, part-time and temporary employees). Exceeds Expectations (EE) and Needs Immediate Improvement (NII) require supervisor to make comments in comments section.

Explanation of Rating Levels			
Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Fails to Meet Expectations (1)*
<ul style="list-style-type: none"> ● Performance is clearly outstanding. ● Individual who significantly and consistently exceeds expectations and role requirements. ● Exceeds goals and objectives set for the year. ● Demonstrates exceptional depth and extensive knowledge of duties and assignments. ● Establishes exceptional relations with district stakeholders. ● Demonstrates role model behavior consistent with Flagler Schools values for other leaders and staff members. 	<ul style="list-style-type: none"> ● Performance is excellent ● Individual who regularly meets and sometimes exceeds expectations and role requirements. ● Meets goals and objectives set for the year. ● Fully understands and exhibits the professional competencies of position. ● Perceived by peers, managers, students, and other customers as collaborative, skilled, and reliable. ● Behaviors are consistent with Flagler Schools philosophy and goals. 	<ul style="list-style-type: none"> ● Performance has some inconsistencies, needs improvement in some or all areas but is generally on track to meet expectations. May be new to the role. ● Individuals who have not yet mastered all key job responsibilities. ● Inconsistently demonstrates role knowledge and does not yet fully perform all requirements and duties. ● Completed some but not all important objectives. ● Occasionally, behaviors are inconsistent with Flagler Schools values and professional expectations. 	<ul style="list-style-type: none"> ● Performance is poor and below standards. ● Have not demonstrated knowledge and/or ability to complete key job duties and responsibilities. ● Fails to demonstrate abilities and/or knowledge to fully perform all requirements and duties at an acceptable level. ● Does not complete important objectives and goals. ● Behaviors fail to meet Flagler Schools philosophy and goals. ● *Employee Success Plan (Section IV, A.3) is required

Section I: Customer Service

Customer Service: A critical component to Flagler Schools success is customer service. Because of Flagler Schools strong commitment to customer service, it is automatically considered a goal and job responsibility for all. It is the responsibility of every employee to provide a customer friendly environment and superior service to our stakeholders.

CUSTOMER SERVICE	To what extent does the employee demonstrate excellence in customer service when interacting with students, parents, faculty and staff?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

Section II: Professional Development

Professional Development: Identify any training or development activities the employee has completed since his/her last performance appraisal. (Not Scored)

- 1.

- 2.

- 3

Section III: Performance Factors

Directions: In this section, the performance factors tend to reinforce the key job responsibilities identified in the job description. Place a check (√) in the box that best identifies the employee’s job performance and make comments as appropriate.

The supervisor’s written comments can be the most important part of this section. Please indicate specific areas of improvement needed in the comment section if the performance factor is rated “Needs Improvement” or “Fails to Meet Expectations”.

1. JOB KNOWLEDGE	To what extent does the employee understand the job duties and responsibilities? Can the employee demonstrate proficiency in the performance of these job duties?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

2. QUALITY OF WORK	To what extent does the employee's work meet the required quality standards, i.e., accuracy, neatness, without error, and thoroughness?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

3. QUANTITY OF WORK	To what extent does the employee accomplish the quantity of work expected of the job assigned and use time and resources appropriately, efficiently and effectively?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

4. COMMUNICATION SKILLS	To what extent can the employee effectively express himself/herself orally and/or in writing including correspondence, reports, and presentations at conferences, seminars, workshops, etc., as required by the job?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

5. RELIABILITY/DEPENDABILITY	To what extent does the employee perform work consistently without close supervision or assistance?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

6. COOPERATION	To what extent does the employee readily adapt to new situations and changes in routine, workload, and work assignments? Are they flexible members of the team?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

7. INITIATIVE	To what extent does the employee present new ideas; improve procedures; or otherwise demonstrate an awareness of clerical or technical changes related to the job, and take appropriate action without instruction or urging?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

8. ATTENDANCE / PUNCTUALITY	To what extent does the employee maintain satisfactory attendance in regard to tardiness, early departures, absences, and working assigned schedule?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

9. EMPLOYEE RELATIONS	To what extent does the employee establish effective working relationships when dealing with others (supervisors, co-workers, the public, etc.) and promoting team work?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

10. COMPLIANCE WITH POLICIES & PROCEDURES	To what extent does the employee follow Flagler Schools and department specific policies and procedures (i.e., safety, dress guidelines, professionalism, and administrative policies and procedures)?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

11. PLANNING AND ORGANIZING	To what extent does the employee demonstrate the skills to use time wisely, solve problems, and prioritize?
(Please Check One) <input type="checkbox"/> (4) Exceeds Expectations <input type="checkbox"/> (3) Meets Expectations <input type="checkbox"/> (2) Needs Improvement <input type="checkbox"/> (1) Fails to Meet Expectations	Comments:

Total Score _____ Out of _____

Supervisors /Professional Staff (If Applicable)

<p>1. Mentoring of Others</p>	<p>A. To what extent does the employee guide/encourage others to become more effective in work assignments and better prepared for future professional development?</p> <p>B. To what extent does the employee effectively assess others, ensuring productive work in support of the school/department strategic plan, including the development of an Employee Development Plan or Performance Improvement Plan when needed?</p>
<p>(A) (Please Check One)</p> <p><input type="checkbox"/> (4) Exceeds Expectations</p> <p><input type="checkbox"/> (3) Meets Expectations</p> <p><input type="checkbox"/> (2) Needs Improvement</p> <p><input type="checkbox"/> (1) Fails to Meet Expectations</p> <p>(B) (Please Check One)</p> <p><input type="checkbox"/> (4) Exceeds Expectations</p> <p><input type="checkbox"/> (3) Meets Expectations</p> <p><input type="checkbox"/> (2) Needs Improvement</p> <p><input type="checkbox"/> (1) Fails to Meet Expectations</p>	<p>Comments:</p> <p>Comments:</p>

<p>2. Supervisory Skills</p>	<p>To what extent does the employee effectively work well with and through others to complete assignments in a timely and productive manner demonstrating a commitment to customer service?</p>
<p>(Please Check One)</p> <p><input type="checkbox"/> (4) Exceeds Expectations</p> <p><input type="checkbox"/> (3) Meets Expectations</p> <p><input type="checkbox"/> (2) Needs Improvement</p> <p><input type="checkbox"/> (1) Fails to Meet Expectations</p>	<p>Comments:</p>

Total Score _____ Out of _____

Section IV: Supervisor Comments and Future Training/Development and Goals/Objectives

Directions: This section will be used to identify areas in which job performance has been significantly above average, areas where performance improvement is needed and an action plan to achieve improvement, development and training recommendations to enhance and/or develop new skills, and goals/objectives for the upcoming year.

A. Supervisor's Comments (Job Performance)

1. Areas in which job performance has been significantly above average:

2. Areas in which job performance can be enhanced through further development and recommended strategies or programs for achieving such:

3. Areas in which job performance improvement is needed and reasons why improvement is needed:

Employee Success Plan: Success plans must include expected performance that is clearly outlined and measurable. *For example:* if a decrease in errors is the expected performance, please indicate the expected rate of improvement. The indicated time line for improvement must be followed-up in writing to document the outcome of the action plan and submitted to Human Resources.

Area of Performance or Conduct Requiring Improvement	Why Improvement Is Needed	Expected Performance	Time Line

B. Future Training and Development Requirements

Indicate recommendations for further development and training for purposes of preparing the employee for additional responsibilities or for the improvement of current job performance.

- 1.
- 2.
- 3.

C. Future Goals/Objectives

List goals/objectives/special projects to be accomplished by the next annual evaluation. Include the employee's professional development as well as departmental objectives, which have been mutually agreed upon and which support the department's plan.

- 1.
- 2.
- 3.

Section V: Overall Rating and Signatures

Directions: This section should be used for the supervisor to rate the overall performance, obtain requested signatures, and the employee's comments. If an employee's rating is below expectations, an Employee Action Plan (Section V, A.3) is required. This section can also be used to update a past action plan.

Please Note: Performance evaluations must be signed and completed by February 1st of each year.

Overall Rating <i>(select one)</i>			
<input type="checkbox"/> Exceeds Expectations (Score Range 4 - 3.5)	<input type="checkbox"/> Meets Expectations (Score Range 3.4 - 2.5)	<input type="checkbox"/> Needs Improvement (Score Range 2.4 - 1.5)	<input type="checkbox"/> Fails to Meet Expectations (Score Range 1.4 - 1)

Evaluated by: _____ Title: _____ Date: _____

Reviewed by: _____ Title: _____ Date: _____

Employee's Signature*: _____ Date: _____

* This signature acknowledges review of content. If employee does not agree with content and/or rating, he or she may note in the Employee Comments section.

Immediate Supervisor's Comments:
Employee's Comments: