

# RSU5 Classified Support Staff

## Evaluation Handbook

Final: 8.15.19

## Classified Support Staff Evaluation Procedures

### New Employees and Start of School Year

1. Upon employment, each classified support staff employee shall receive a copy of their current job description (on the RSU5 website), read and sign, and return it to Human Resources.
2. Each employee will receive the Classified Support and Evaluation Handbook (on the RSU5 website).
3. At the beginning of each school year, the Director will meet with all new classified support staff to review the evaluation process.

### Timeline

| August/September   | By April 1                          | By May 1  | Prior to the last day of School   |
|--|-------------------------------------|---|---|
| New employees will meet with their evaluator to review the evaluation process and set goals. | Employees complete self-evaluation. | Classified support staff shall be evaluated by their Director. A copy of the evaluation shall be provided to the employee. Goals will be set collaboratively for the following year between the evaluator and the employee. | Letters of Reasonable Assurance are sent to those employees who want to return. |

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Position: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Evaluated by: \_\_\_\_\_

| <b>Job Competencies</b>                |  |  |   |   |
|--|--|--|---|---|
| <b>Indicators</b>                      | <b>Highly Effective<br/>4</b>  | <b>Effective<br/>3</b>   | <b>Improvement Needed<br/>2</b>   | <b>Does Not Meet Standards<br/>1</b>  |
| <b>Job Knowledge Competencies</b>      | Demonstrates solid understanding of job competencies and goes above and beyond to improve overall operation.   | Demonstrates solid understanding of job competencies.                            | Demonstrates general understanding of job competencies, needs direction and support to complete job competencies. | Demonstrates a lack of understanding, requires explicit direction and oversight to complete job competencies. |
| <b>Acquisition of New Competencies</b> | Effectively uses multiple strategies to perform job competencies; demonstrates ability to learn and flexibly make changes in the moment if something is not working. | Effectively uses multiple strategies to successfully perform job competencies.   | Uses a few strategies to complete job competencies or inconsistently uses strategies to complete tasks.           | Uses no strategies to complete job competencies; requires direction and oversight when given new tasks.       |
| <b>Resourcefulness</b>                 | Seeks out and shares with colleagues new resources to improve the function of the job or overall operation of the department.  | Seeks out known or new resources to complete or improve the function of the job. | Uses a few resources and requires prompting to seek out and improve function of the job.                          | Limited ability to locate resources, requires explicit direction to complete job functions.                   |
| <b>Advocacy and Feedback</b>           | Appropriately seeks out feedback and advocates for efficient overall operations of the department.   | Uses feedback and advocates to improve practices within the department.          | Inconsistently understands and inconsistently uses feedback to improve job functions.                             | Ignores or does not understand feedback to improve job functions.   |

Overall rating: \_\_\_\_\_

Comments:

| <b>Work Skills and Habits</b>           |   |  |  |   |
|---|---|--|--|---|
| <b>Indicators</b>                       | <b>Highly Effective<br/>4</b>   | <b>Effective<br/>3</b>   | <b>Improvement Needed<br/>2</b>  | <b>Does Not Meet Standards<br/>1</b>  |
| <b>Communication</b>                    | Communicates insightfully and collaboratively with all staff and the public, verbally and in writing, to enhance overall job functions and operation of the department. | Communicates accurately and professionally with other staff and the public, verbally and in writing, to support the overall job functions and operation of the department. | Inconsistently communicates with other staff and the public, verbally and/or in writing, to support job functions. | Does not communicate or is unprofessional when communicating with other staff and the public, verbally and/or in writing, to address job functions. |
| <b>Working Cooperatively</b>            | Encourages colleagues to work effectively, promotes unity in the work environment, anticipates needs and offers support when appropriate.                               | Effectively works towards unity in the work environment and provides support when asked.   | Inconsistently works towards unity in the work environment, and/or provides minimal support to colleagues.         | Rarely works towards unity in the work environment, and does not provide support to colleagues.   |
| <b>Organization and Time Management</b> | Encourages and/or supports colleagues to prioritize tasks and manage time to perform all job tasks thoroughly and resourcefully and meets all deadlines.                | Effectively prioritizes work in an organized manner and meets all deadlines.   | Inconsistently prioritizes work in an organized manner and/or does not meet all deadlines.                         | Rarely prioritizes work in an organized manner and/or does not meet deadlines.  |
| <b>Dealing with Conflict</b>            | Foresees potential conflicts and actively attempts to address the conflict in a productive way.   | Solves conflicts effectively and consistently follows proper channels and protocols when dealing with conflict.  | Attempts to solve problems with mixed results and/or inconsistently follows proper channels and protocols.         | Instigates conflict or has difficulty dealing with conflict and/or does not follow appropriate channels or protocols.                               |
| <b>Problem-Solving And Flexibility</b>  | Encourages and/or supports colleagues in identifying and analyzing problems to come up with viable solutions.   | Effective in identifying and analyzing problems and provides or seeks out viable solutions.  | Inconsistently identifies problems and/or inconsistently attempts to solve them.                                   | Does not attempt to identify or seek to solve problems.   |

Overall rating: \_\_\_\_\_

Comments:

| <b>Professional Responsibilities</b>  |  |  |  |  |
|---------------------------------------|--|--|--|--|
|                                       | <b>Highly Effective<br/>4</b>  | <b>Effective<br/>3</b>   | <b>Improvement Needed<br/>2</b>  | <b>Does Not Meet<br/>Standards<br/>1</b>   |
| <b>Attendance</b>                     | Perfect or near perfect attendance which provides the opportunity to fully support and/or enhance student learning and/or department priorities.             | Very good attendance which provides the opportunity to fully support student learning and/or department priorities.        | Moderate absences which may impact student learning and/or department priorities. If there are extenuating circumstances, state below. | Many absences which may impact student learning and/or department priorities. If there are extenuating circumstances, state below. |
| <b>Confidentiality/<br/>Judgement</b> | Is ethical and forthright, models impeccable judgement and holds others accountable. Maintains confidentiality with student, staff and business information. | Is ethical and forthright, uses good judgement and maintains confidentiality with student, staff and business information. | Sometimes uses questionable judgement, and/ or discloses with student, staff and/or business information.                              | Is frequently unethical, dishonest, and/or uses poor judgement and/or discloses with student, staff and/or business information.   |
| <b>Professional Growth</b>            | Frequently seeks out effective ideas from colleagues, workshops, and other sources and implements them well.   | Participates in professional learning with colleagues and other sources and implements them well.                          | Can occasionally be persuaded to try out new practices or utilizes new learning inconsistently.  | Is not open to new ideas for improving performance.  |
| <b>Responsibilities</b>               | Independently seeks out methods to creatively perform job responsibilities in an organized, efficient and dependable manner.                                 | Performs job responsibilities in an organized, efficient and dependable manner.  | Inconsistently performs job responsibilities in an organized, efficient and dependable manner.   | Does not perform job responsibilities in an organized, efficient, or dependable manner.  |

Overall rating: \_\_\_\_\_

Comments:

## Summative Evaluation Worksheet Page

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

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

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

Position/School: \_\_\_\_\_

Overall Areas of Strength:

Overall Areas for Growth:

Professional Growth Goals for the upcoming year:

Directed Growth Plan needed:  yes  no

Employee Comments:

I have had the opportunity to read my evaluation report. My signature indicates that I have received a copy of this evaluation.

Employee Signature: \_\_\_\_\_

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

Directed Growth Plan:

A Directed Growth Plan may be created for a Classified Support Employee who needs improvement and/or who may benefit from more support. This plan provides a good-faith effort to support and guide the employee to effectively meet the standards set forth in the rubrics.

The Directed Growth Plan process may be initiated at any time throughout the year. The Director shall provide a written identification of the problem and expectations for improvement in performance based on the identified problem area.

This plan will include:

- Specific measurable goals relating to areas needing improvement
- Action steps/strategies for resolution of concerns.
- Resources needed to accomplish goals
- Timeline for completion

Progress toward meeting the goals as outlined within the plan will be monitored and documented. If the goals are met at the completion of the timeline, the employee will no longer be on a Directed Growth Plan.

## Directed Growth Plan

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

| <i>Specific Measurable Goals *</i> | <i>Action Steps (Provide Details)</i> | <i>Resources</i> | <i>Timeline for Completion</i> | <i>Evidence</i> |
|------------------------------------|---------------------------------------|------------------|--------------------------------|-----------------|
|                                    |                                       |                  |                                |                 |
|                                    |                                       |                  |                                |                 |
|                                    |                                       |                  |                                |                 |

\*Linked to Classified Support Rubrics

Employee Comments:

Administrator Comments:

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

Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Note: Direct Growth Plans should include the 5 components above but the template format may be modified.