

CECIL COUNTY PUBLIC SCHOOLS EDUCATION SUPPORT SERVICES EVALUATION HANDBOOK



*Serving Learners, Families, and
the Community*

Revised July 1, 2017

Our mission is to provide an excellent prekindergarten through graduation learning experience that enables ALL students to demonstrate the skills, knowledge, and attitudes required for lifelong learning and productive citizenship in an ever-changing, global society.

CECIL COUNTY PUBLIC SCHOOLS
Elkton, Maryland

Education Support Services
Evaluation Committee Members

Dr. Carolyn Teigland, Chair, Associate Superintendent for Administrative Services

Ms. Kerry Abrams, Paraprofessional, Bainbridge Elementary School

Dr. Mae Alfree, Director of Human Resources

Ms. Denise Beattie, Cecil Education Support Personnel Association (CESPA) Uni-Serv Director

Ms. Vanessa Briddell, Supervisor of Transportation

Ms. Margaret Brown, Assistant in Human Resources for Office Professionals

Ms. Amy Capuccio, Administrative Secretary, Purchasing Department

Ms. Doris Cloud, CESPA President, Lead Secretary, Bainbridge Elementary School

Mr. Robert Connell, Head Custodian, Cherry Hill Middle School

Mr. David Dyar, Manager of Technology Services

Ms. Sarah Farr, Director of Special Education

Mr. Scott Heckert, Supervisor of Food and Nutrition Services

Mr. Robert Kline, Kitchen Manager, Holly Hall Elementary School

Mr. Theodore Lambert, Supervisor of Facilities

Mr. Michael Mooney, Sign Language Interpreter/Braillist, Multi-School

Ms. Michelle Ness, Assistant in Nursing Services

Mr. Brian Rimel, Assistant in Facilities for Operations

Mr. James Smith, Application Developer, Technology Department

Ms. Anna Tichnell, Administrative Secretary, Transportation Department

Ms. Jill Vaughn, School Nurse, North East Elementary School

EVALUATION OF SUPPORT SERVICES STAFF

GENERAL COMMENTS

All support services personnel will receive an annual evaluation. "Support Services Personnel" are all employees who are not certificated. Substitutes, general assistants, volunteers, and other temporary employees are excluded. The yearly evaluation should be completed by May 1 of each school year for 10-month employees and July 1 for 12-month employees.

Any rating of "Needs Improvement" or "Ineffective" requires a written comment by the evaluator (Use the narrative form if there is not enough space on the evaluation form). It is recommended the evaluator make general comments on any "Exceeds Expectations" rating.

Employees have the right to comment in writing on their evaluation. Any comments should be received by the evaluator in a timely manner but no later than thirty (30) days from the evaluation. The Support Services Evaluation Form may be used by the employee.

NEW EMPLOYEES

Employees new to the Cecil County Public Schools are automatically placed on a probationary status. The new employee must receive an evaluation within the first six (6) months of employment. If the employee is rated satisfactory, the employee is placed on regular status.

If an employee receives an evaluation with two (2) ratings of "Ineffective," the job performance will be considered ineffective and the employee will be either "Continued on probation" or "Recommended for dismissal."

If an employee receives an evaluation with any three (3) ratings of "Needs Improvement" and/or "Ineffective," the job performance will be considered ineffective and the employee will be either "Continued on probation" or "Recommended for dismissal."

A new employee who has been evaluated and "Continued on probation" must be re-evaluated within six (6) months from the date of the original evaluation that placed the employee on probation. If the employee is rated satisfactory, the employee is placed on regular status. If the re-evaluation remains at the ineffective level, dismissal will be recommended. (Reference Article 10.3 of the negotiated agreement)

EMPLOYEES PROMOTED INTO NEW POSITIONS

A regular status employee promoted into a new position (not a lateral transfer) is automatically placed on probationary status. The promoted employee must receive an evaluation within the first six (6) months of employment. If the employee is rated satisfactory, the employee is placed on regular status.

If an employee receives an evaluation with two (2) ratings of "Ineffective," the job performance will be considered ineffective and the employee will be either "Continued on probation" or "Recommended for dismissal."

If an employee receives an evaluation with any three (3) ratings of “Needs Improvement” and/or “Ineffective,” the job performance will be considered ineffective and the employee will be either “Continued on probation” or “Recommended for dismissal.”

A promoted employee who has been evaluated and “Continued on probation” must be re-evaluated within six (6) months from the date of the original evaluation that placed the employee on probation. If the employee is rated satisfactory, the employee is placed on regular status. If the re-evaluation remains at the ineffective level, demotion or dismissal will be recommended.

REGULAR STATUS EMPLOYEES

If a regular status employee receives an evaluation with two (2) ratings of “Ineffective,” the job performance will be considered ineffective and the employee will be either “Placed on probation” or “Recommended for dismissal.”

If an employee receives an evaluation with any three (3) ratings of “Needs Improvement” and/or “Ineffective,” the job performance will be considered ineffective and the employee will be either “Placed on probation” or “Recommended for dismissal.”

An employee who has been “Placed on probation” must be re-evaluated within six (6) months from the date of the original evaluation that placed the employee on probation. If the employee is rated satisfactory, the employee is “Changed to regular status.” If the re-evaluation remains at the ineffective level, dismissal will be recommended. (Reference Article 10.3 of the negotiated agreement)

PERFORMANCE ASSISTANCE

Prior to being evaluated, employees identified as experiencing difficulty in their position will be provided written feedback regarding areas of deficit. Support will be provided as determined by the next-in-line supervisor.

EVALUATION NARRATIVE SUMMARY

Evaluators may use the optional narrative summary section of the tool to provide employees with additional information or feedback regarding their performance.

EMPLOYEE GROUP	EVALUATOR(S)
Accountants	Next-in-Line Supervisor*
Brailleists	Principal* or Assistant Principal
Bus Drivers, Bus Driver Assistants, and Bus Driver Trainers	Supervisor of Transportation* or Designee
Certified Occupational Therapy Assistants and Physical Therapy Assistants	Principal* or Assistant Principal
Custodians	Principal* or Assistant Principal
Custodians – Head	Principal* or Assistant Principal and Assistant in Facilities for Operations
Family Involvement Advisors	Principal* or Assistant Principal
Food and Nutrition Services Support Staff	Principal* or Assistant Principal and Assistant in Food and Nutrition Services
Maintenance Support Staff and Central Office-Based Operations Staff	Next-in-Line Supervisor*
Nurses	Principal* or Assistant Principal and Assistant in Nursing Services
Options Caseworkers	Principal* or Assistant Principal/Department Head
Paraprofessionals	Principal* or Assistant Principal
Secretaries, Clerks, Bookkeepers, and Office Assistants (Central Office-based)	Next-in-Line Supervisor*
Secretaries, Clerks, Bookkeepers, and Office Assistants (School-based)	Principal* or Assistant Principal
Secretaries - Lead (School-based)	Principal* or Assistant Principal and Assistant in HR for Office Professionals
Sign Language Interpreters	Principal* or Assistant Principal
Technology Services Support Staff and Computer Programmers	Next-in-Line Supervisor*

*Indicates evaluator responsible for initiating the evaluation.

When an evaluation requires two evaluators, both evaluators should sign the evaluation form.

For non-certificated positions not identified above, the evaluator(s) will be determined by the Superintendent of Schools.

For all support services positions, the Superintendent reserves the right to modify evaluator assignments as needed.

If you are considering placing a Food and Nutrition Services, Operations, School Nurse, or Office Professional employee on probation as a result of poor performance, you must involve the Assistants in Food and Nutrition Services, Assistants in Operations, Assistant in Nursing Services, or Assistant in Human Resources for Office Professionals in the evaluation process.

PERFORMANCE LEVELS

The performance level ratings that are used to evaluate support services personnel are defined below.

Exceeds Expectations

Works to exceed position expectations for duties and responsibilities. Makes an exceptional contribution to the school/department and serves as a model for other employees.

Meets Expectations

Fulfills position requirements and consistently meets established goals and expectations. Employee performance meets the expected contributions to school/department goals.

Needs Improvement

Fails to meet one or more of the significant position requirements.
Requires improvement in the area(s) noted.

Ineffective

Does not fulfill position requirements.

SUPPORT SERVICES EVALUATION RUBRICS

WORK ATTITUDES *(All Support Staff)*

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Demonstrates sensitivity to the needs of a diverse workforce and school community			
Shows exceptional sensitivity to the needs and feelings of internal and external stakeholders, and demonstrates an understanding of individual needs.	Shows sensitivity to the needs and feelings of internal and external stakeholders.	Sometimes shows sensitivity to the needs and feelings of internal and external stakeholders.	Fails to show sensitivity to the needs and feelings of internal and external stakeholders.
b. Establishes and maintains a positive relationship with stakeholders			
Demonstrates exceptional ability to establish, foster, and maintain positive relationships with coworkers, faculty, and staff members.	Consistently demonstrates the ability to establish, foster, and maintain positive relationships with coworkers, faculty, and staff members.	Infrequently demonstrates the ability to establish, foster, and maintain positive relationships with coworkers, faculty, and staff members.	Rarely demonstrates the ability to establish, foster, and maintain positive relationships with coworkers, faculty, and staff members.
c. Offers assistance, support, and feedback to others			
Works exceptionally well with others, sets a good example, and takes initiative in problem solving and assuming responsibilities to achieve common goals.	Works well with others to solve problems and sets a good example to achieve common goals.	Sometimes cooperates in problem solving and rarely offers to assist others in achieving common goals.	Frequently is uncooperative and unfriendly. Does not offer to assist others to problem solve and achieve common goals.
d. Is flexible, open, and receptive to new ideas and approaches			
Exceptional willingness to accept and implement suggestions and/or changes.	Willing to accept and implement suggestions and/or changes.	Sometimes willing to accept and implement suggestions and/or changes.	Unwilling to accept and implement suggestions and/or changes.
e. Shows integrity and exercises sound and ethical judgment			
Shows exceptional ability to make sound and ethical decisions in the daily performance of duties.	Consistently makes appropriate ethical decisions in the daily performance of duties.	Inconsistent in making appropriate and ethical decisions in the daily performance of duties.	Poor decision-making ability in handling daily duties.

COMMUNICATION *(All Support Staff)*

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Demonstrates the ability to express clear and concise written or verbal information			
Demonstrates exceptional ability to express clear and concise written or verbal information with all stakeholders.	Consistently demonstrates the ability to express clear and concise written or verbal information with all stakeholders.	Infrequently demonstrates the ability to express clear and concise written or verbal information with all stakeholders.	Rarely demonstrates the ability to express clear and concise written or verbal information with all stakeholders.
b. Demonstrates effective listening skills			
Demonstrates exceptional ability to listen and respond appropriately to verbal communication.	Consistently demonstrates the ability to listen and respond appropriately to verbal communication.	Infrequently demonstrates the ability to listen and respond appropriately to verbal communication.	Rarely demonstrates the ability to listen and respond appropriately to verbal communication.
c. Shares knowledge and information			
Demonstrates exceptional ability to communicate training, best practices, pertinent job knowledge, and related expertise with appropriate stakeholders.	Consistently demonstrates the ability to communicate training, best practices, pertinent job knowledge, and related expertise with appropriate stakeholders.	Infrequently demonstrates the ability to communicate training, best practices, pertinent job knowledge, and related expertise with appropriate stakeholders.	Rarely demonstrates the ability to communicate training, best practices, pertinent job knowledge, and related expertise with appropriate stakeholders.

WORK HABITS *(All Support Staff)*

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Maintains regular attendance			
Practices excellent attendance habits.	Rarely absent.	Frequently absent.	Habitually absent.
b. Reports punctually to work on a daily basis			
Always on time.	Rarely late.	Frequently late.	Habitually late.
c. Demonstrates safety habits including care of equipment and supplies			
Demonstrates excellent safety habits. Sets an example for others.	Demonstrates good safety habits.	Sometimes demonstrates good safety habits.	Does not demonstrate good safety habits.

**For the purpose of calculating absences, annual leave, bereavement leave, jury duty, military leave, earned compensatory time, and approved FMLA time do not count.*

JOB KNOWLEDGE AND QUALITY – ACCOUNTANTS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
<p>Fully and clearly demonstrates understanding the responsibilities and expectations related to maintenance of the general ledger and the delivery of fiscal services. Has a clear understanding of department goals. Requires minimal supervision and direction. Is alert to opportunities to go beyond assigned duties in support of department goals. Consistently exceeds production standards of the position.</p>	<p>Demonstrates understanding the responsibilities and expectations related to maintenance of the general ledger and the delivery of fiscal services. Has a clear understanding of department goals. Requires minimal supervision and direction. When encouraged is willing to go beyond assigned duties in support of department goals.</p>	<p>Needs to improve understanding the responsibilities and expectations related to maintenance of the general ledger and the delivery of fiscal services. Does not exhibit a clear understanding of department goals. Requires supervision and direction on a regular basis.</p>	<p>Does not understand the responsibilities and expectations related to support of maintenance of the general ledger and the delivery of fiscal services. Does not exhibit an understanding of department goals. Requires constant supervision and direction.</p>
b. Demonstrates the knowledge and skills required to perform the duties of the position			
<p>Clearly demonstrates knowledge of accounting principles, business practices, and computer and software skills to support the maintenance of the general ledger and delivery of fiscal services. Serves as a reliable resource to others regarding work processes and procedures to exceed department goals.</p>	<p>Demonstrates knowledge of accounting principles, business practices, and computer and software skills to support the maintenance of the general ledger and delivery of fiscal services. Serves as a reliable resource to others regarding work processes and procedures to meet department goals.</p>	<p>Needs to improve knowledge of accounting principles, business practices, and computer and software skills to support the maintenance of the general ledger and delivery of fiscal services. Serves as a reliable resource to others regarding work processes and procedures. Willingly offers to assist others regarding work processes and procedures. Routinely meets department goals.</p>	<p>Does not pursue knowledge of accounting principles, business practices, and computer and software skills to support the maintenance of the general ledger and delivery of fiscal services. Does not serve as a reliable resource to others regarding work processes and procedures. Does not offer to assist others regarding work processes and procedures. Does not meet department goals.</p>

JOB KNOWLEDGE AND QUALITY – ACCOUNTANTS (continued)

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
c. Is current on professional/technical developments related to the position			
Shows initiative in enhancing abilities in support of emerging technologies and professional skills. Pursues value-added skills/training in support of technologies. Actively seeks and participates in job-growth workshops and training opportunities.	Maintains and develops technical skills. Supports emerging technologies and professional skills. Maintains technical skills as needed for the position. Displays willingness to participate in job-growth workshops and training opportunities when possible.	Needs to improve technical skills. Needs to improve support and skill for current or emerging technologies and professional skills. Shows little improvement to keep up with relevant technical skills needed for the position. Rarely participates in any workshops or training.	Shows no improvement nor desire to improve technical or professional skills. Does not show support for current or emerging technologies and professional skills. Does not maintain expected technical or professional skills needed for the position. Does not participate in any workshops or training.
d. Completes work with accuracy and in a timely manner			
Consistently anticipates work needs and completes assigned tasks prior to deadlines. Organizes work to a level exceeding expectations and maximizes productivity. Consistently anticipates long-range challenges and plans work accordingly. Always completes work thoroughly and accurately exceeding expectations.	Regularly meets position and department needs and completes assigned tasks as designated. Completes work as expected. Performs work satisfactorily meeting goals and deadlines. Meets expectations for completing work with minimal supervision or assistance.	Does not regularly meet position and department needs. Is not able to fully complete all assigned tasks as directed. Does not perform work satisfactorily requiring some supervision and direction for completing assignments.	Is not able to meet position and department needs. Rarely completes assigned tasks as directed. Is not able to perform work satisfactorily without direct supervision and assistance. Usually requires repeated attempts in completing work as assigned.

JOB KNOWLEDGE AND QUALITY – BRAILLISTS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently prepares and adapts instructional materials for students in a variety of braille formats or enlarges printed materials in a seamless and timely manner. Holds the highest standards of honesty, integrity, and confidentiality.	Frequently prepares and adapts instructional materials for students in a variety of braille formats or enlarges printed materials in a timely manner. Displays high standards of honesty, integrity, and confidentiality.	Inconsistently prepares and adapts instructional materials for students in a variety of braille formats or enlarges printed materials in a timely manner. Honesty and integrity are inconsistent.	Does not prepare or adapt instructional materials for students in a variety of formats or enlarge printed materials. Violates student confidentiality.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Maintains current knowledge of braille codes and symbols to include the use of computer braille programs, embossers, and scanners. Consistently selects and utilizes appropriate materials and strategies to support students with visual impairments and staff.	Knowledgeable of braille codes and symbols to include the use of computer braille programs, embossers, and scanners. Selects and utilizes appropriate materials and strategies to support students with visual impairments and staff.	Outdated knowledge of braille codes and symbols. Use of outdated computer braille programs, embossers, and scanners. Materials and strategies are not specific to students with visual impairments.	Does not have knowledge of braille codes and symbols. Does not utilize computer braille programs, embossers, and scanners. Does not support students with materials and strategies.
c. Is current on professional/technical developments related to the position			
Maintains current knowledge of braille codes, formats, and assistive technology through participation in professional development and MSDE meetings. Provides technical assistance to staff and school teams supporting students with visual impairments.	Maintains current knowledge of braille codes, formats, and assistive technology. Provides technical assistance to staff and school teams only when asked.	Knowledge of braille codes, formats, and assistive technology is outdated. Technical assistance to staff and school teams is minimal.	Does not have knowledge of braille codes, formats, or assistive technology. Does not provide technical assistance to staff or school teams.
d. Completes work with accuracy and in a timely manner			
Excellent time management skills. Supports all students with visual impairments and supports staff and school teams on a consistent basis.	Creates a service delivery schedule and prioritizes projects.	Time management skills are minimally developed. Supports and services are inconsistent.	Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.

JOB KNOWLEDGE AND QUALITY – BUS DRIVERS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently demonstrates job knowledge and requirements. Seeks assistance to ensure students' individual needs are met.	Frequently demonstrates job knowledge and requirements. Seeks assistance to ensure students' individual needs are met.	Rarely demonstrates job knowledge and requirements. Rarely seeks assistance to ensure students' individual needs are met.	Does not demonstrate job knowledge and requirements. Does not seek assistance to ensure students' individual needs are being met.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently maintains CDL license with passenger endorsement and is always prepared to perform day-to-day operations to drive the bus.	Frequently maintains CDL license with passenger endorsement and is often prepared to perform day-to-day operations to drive the bus.	Rarely maintains CDL license with passenger endorsement in order to perform the day-to-day operations to drive the bus.	Does not maintain CDL license endorsement with passenger endorsement and is often unprepared to perform day-to-day operations to drive the bus.
c. Is current on professional/technical developments related to the position			
Consistently attends and participates in elementary, secondary, CORE, and/or SPED training to stay certified.	Frequently attends and participates in elementary, secondary, CORE, and/or SPED training to stay certified.	Rarely attends and participates in elementary, secondary, CORE, and/or SPED training to stay certified.	Does not attend or participate in elementary, secondary, CORE, and/or SPED training to stay certified.
d. Completes work with accuracy and in a timely manner			
Consistently runs the route according to route description and utilizes school bus management skills to ensure effective and efficient routing.	Frequently runs the route according to route description and utilizes school bus management skills to ensure effective and efficient routing.	Rarely runs the route according to route description or utilizes school bus management skills to ensure effective and efficient routing.	Does not run the route according to route description or utilize school bus management skills to ensure effective and efficient routing.

JOB KNOWLEDGE AND QUALITY – BUS DRIVER ASSISTANTS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently demonstrates job knowledge and requirements. Seeks assistance to ensure students' individual needs are met.	Frequently demonstrates job knowledge and requirements. Seeks assistance to ensure students' individual needs are met.	Rarely demonstrates job knowledge and requirements. Rarely seeks assistance to ensure students' individual needs are met.	Does not demonstrate job knowledge and requirements. Does not seek assistance to ensure students' individual needs are met.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently maintains documentation and keeps abreast of SPED rules and regulations to perform day-to-day operations.	Frequently maintains documentation and frequently keeps abreast of SPED rules and regulations to perform day-to-day operations.	Rarely maintains documentation and rarely keeps abreast of SPED rules and regulations to perform day-to-day operations.	Does not maintain documentation or keep abreast of SPED rules and regulations to perform day-to-day operations.
c. Is current on professional/technical developments related to the position			
Consistently attends and participates in elementary, secondary, CORE, and/or SPED training to stay certified.	Frequently attends and participates in elementary, secondary, CORE, and/or SPED training to stay certified.	Rarely attends and participates in elementary, secondary, CORE, and/or SPED training to stay certified.	Does not attend or participate in elementary, secondary, CORE, and/or SPED training to stay certified.
d. Completes work with accuracy and in a timely manner			
Consistently utilizes school bus management skills to ensure effective and efficient transporting.	Frequently utilizes school bus management skills to ensure effective and efficient transporting.	Rarely utilizes school bus management skills to ensure effective and efficient transporting.	Does not utilize school bus management skills to ensure effective and efficient transporting.

JOB KNOWLEDGE AND QUALITY – BUS DRIVER TRAINERS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently has materials prepared for upcoming training and classes. Monitors contractor, driver, and assistant certifications and requirements.	Frequently has materials prepared for upcoming training and classes. Frequently monitors contractor, driver, and assistant certifications and requirements.	Rarely has materials prepared for upcoming training and classes. Rarely monitors contractor, driver, and assistant certifications and requirements.	Does not have materials prepared for upcoming training and classes. Does not monitors contractor, driver, and assistant certifications and requirements.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently teaches accurate information and skills to contractors, drivers, and attendants.	Frequently teaches accurate information and skills to contractors, drivers, and attendants.	Rarely teaches accurate information and skills to contractors, drivers, and attendants.	Does not teach accurate information and skills to contractors, drivers, and attendants.
c. Is current on professional/technical developments related to the position			
Consistently attends in-services, training, and licensure required by COMAR and CCPS, for example, CDL, CPR, and defensive driving.	Frequently attends in-services, training, and licensure required by COMAR and CCPS, for example, CDL, CPR, and defensive driving.	Rarely attends in-services, training, and licensure required by COMAR and CCPS, for example, CDL, CPR, and defensive driving.	Does not attend in-services, training, and licensure required by COMAR and CCPS, for example, CDL, CPR, and defensive driving.
d. Completes work with accuracy and in a timely manner			
Consistently completes evaluations and mandated reports with accuracy.	Frequently completes evaluations and mandated reports with accuracy.	Rarely completes evaluations and mandated reports with accuracy.	Does not complete evaluations and mandated reports with accuracy.

JOB KNOWLEDGE AND QUALITY – CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS AND PHYSICAL THERAPY ASSISTANTS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Accomplishes all tasks in a seamless manner. Upholds the highest standards of honesty, integrity, and confidentiality. Advocates for students.	Monitors assigned caseload and develops a therapy schedule according to students' IEPs/IFSPs. Demonstrates high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Advocates for students.	Demonstrates inconsistent implementation of therapy schedule and services. Honest in interaction with colleagues, students, and the public. Plans a moderate advocacy role for students.	Does not develop or maintain a therapy schedule for student services. Displays dishonesty in interactions with colleagues, students, and the public. Violates principles of confidentiality.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Relates treatment activities to educational or natural routines. Designs activities based upon student interests. Makes adjustments within the therapy session based on student performance. Collaboratively addresses student needs in other areas.	Implements treatment plans created by the occupational or physical therapist. Plans activities to address the students' individual goals. Observes student performance in therapy or in the classroom and identifies the need for changes in the treatment plan. Collaborates with team members to support student success.	Inconsistent implementation of treatment plan created by supervising therapist. Therapy activities do not always align with students' goals. Inconsistent evidence of collaboration with team members resulting in inconsistent support for students.	Does not implement treatment plan created by supervising therapist. Therapy activities do not align with students' goals. Provides services in isolation without collaboration with a supervisor or team members.
c. Is current on professional/technical developments related to the position			
Maintains current professional license and plans/presents professional development to school teams.	Maintains current professional license with ongoing professional development. Participates in team meetings and school-based professional development activities.	Participates in limited professional development activities.	Does not participate in professional development activities even when such activities are clearly needed for the development of skills.

JOB KNOWLEDGE AND QUALITY – CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS AND PHYSICAL THERAPY ASSISTANTS
(continued)

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
d. Completes work with accuracy and in a timely manner			
<p>Has a highly effective data management system for monitoring progress. Clearly documents student performance in Maryland Online IEP, including present levels of performance, therapy logs, and progress reports in parent-friendly language. Excellent time management skills, accomplishing all tasks in a seamless manner. Students and teachers understand the schedules.</p>	<p>Has an effective data management system for monitoring student progress. Documents student performance in Maryland Online IEP, including present levels of performance, therapy logs, and progress reports. Creates a clear schedule with important work being accomplished in an efficient manner.</p>	<p>Has a rudimentary data management system for monitoring progress and occasionally uses it to adjust services when needed. Inconsistently documents student performance in Maryland Online IEP, including present levels of performance, therapy logs, and progress reports. Time management skills are moderately well developed. Essential activities are carried out, but not always in the most efficient manner.</p>	<p>Has not developed a data management system or it is in disarray. Inconsistently documents student performance in Maryland Online IEP, including present levels of performance, therapy logs, and progress reports. Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.</p>

JOB KNOWLEDGE AND QUALITY – CUSTODIANS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently exhibits a clear understanding of job-related responsibilities and expectations and is able to prioritize daily duties to meet these expectations.	Frequently exhibits a clear understanding of job-related responsibilities and expectations and is able to prioritize daily duties to meet these expectations.	Rarely exhibits a clear understanding of job-related responsibilities and expectations and struggles to prioritize daily duties to meet these expectations without supervisor input.	Does not exhibit a clear understanding of job-related responsibilities and expectations and is not able to prioritize daily duties to meet these expectations without supervision.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently demonstrates the knowledge and skills to perform essential duties in a cost effective manner.	Frequently demonstrates the knowledge and skills to perform essential duties in a cost effective manner.	Rarely demonstrates the knowledge and skills to perform essential duties in a cost effective manner.	Does not demonstrate the knowledge and skills to perform essential duties in a cost effective manner.
c. Is current on professional/technical developments related to the position			
Consistently stays current on professional/technical practices and developments related to the department and/or position.	Frequently stays current on professional/technical practices and developments related to the department and/or position.	Infrequently stays current on professional/technical practices and developments related to the department and/or position.	Rarely stays current on professional/technical practices and developments related to the department and/or position.
d. Completes work with accuracy and in a timely manner			
Consistently completes tasks accurately and in a timely manner based on the individual task.	Frequently completes tasks accurately and in a timely manner based on the individual task.	Rarely completes tasks accurately and in a timely manner based on the individual task.	Does not complete tasks accurately or in a timely manner based on the individual task.

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JOB KNOWLEDGE AND QUALITY – FAMILY INVOLVEMENT ADVISORS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
<p>Fully and clearly demonstrates understanding the responsibilities and expectations related to being a Family Involvement Advisor. Has a clear understanding of county, district, and school goals. Requires minimal supervision and direction. Consistently exceeds standards outlined as assigned duties.</p>	<p>Demonstrates understanding the responsibilities and expectations related to being a Family Involvement Advisor. Has a clear understanding of county, district, and school goals. Requires minimal supervision and direction. When directed or encouraged, is willing to go beyond assigned duties in support of district and school goals.</p>	<p>Needs to improve understanding of the responsibilities and expectations related to being a Family Involvement Advisor. Does not have a clear understanding of county, district, and school goals. Requires supervision and direction on a continual basis.</p>	<p>Does not understand the responsibilities and expectations related to being a Family Involvement Advisor. Does not display an understanding of county, district, and school goals. Requires supervision and direction on a continual basis.</p>
b. Demonstrates the knowledge and skills required to perform the duties of the position			
<p>Clearly demonstrates knowledge and continues to enhance skills. Understands best practices relative to parent involvement strategies and uses these in planning, implementation, and evaluation of the program. Serves as a dependable resource for families. Exceeds school's goals in meeting the needs of families.</p>	<p>Demonstrates knowledge and attempts to develop skills. Knows some best practices relative to parent involvement strategies and uses these in planning, implementation, and evaluation of the program. Is willing to assist families and provide resources. Meets school's goals in meeting the needs of families.</p>	<p>Needs to improve knowledge and skills as a Family Involvement Advisor. Knows a few best practices relative to parent involvement strategies and uses these in planning, implementation, and evaluation of the program. There is little evidence of the Family Involvement Advisor meeting the needs of the families the school serves. Does not meet school's goals continually.</p>	<p>Does not maintain skills and knowledge necessary for a Family Involvement Advisor. Does not understand best practices relative to parent involvement strategies or use them in planning, implementation, and evaluation of the program. Does not assist the needs of families by providing resources. Does not meet the school's goals.</p>

JOB KNOWLEDGE AND QUALITY – FAMILY INVOLVEMENT ADVISORS (continued)

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
c. Is current on professional/technical developments related to the position			
<p>Is consistently current with knowledge and skills as a Family Involvement Advisor. Shows initiative in growing practice to meet the needs of families. Consistently inquires about new ways to meet the needs of families in school using a variety of resources.</p>	<p>Attempts to remain current with knowledge and skills as a Family Involvement Advisor. Has grown practice in some areas to meet the needs of families. Has a willingness to meet the needs of families in school using a variety of resources.</p>	<p>The employee needs to improve on keeping current with knowledge and skills as a Family Involvement Advisor; rarely seeks opportunities to grow in meeting the needs of the families in school through a variety of resources</p>	<p>Shows no desire or willingness to improve practice and remain current with the knowledge and skills of a Family Involvement Advisor. There is no evidence for meeting the needs of families that are serviced at the school. Does not meet school's goals.</p>
d. Completes work with accuracy and in a timely manner			
<p>Consistently completes work with accuracy and in a timely manner. Has an effective system to maintain appropriate records that document services provided to Title 1 students. Proactive with challenges and creating solutions.</p>	<p>Completes work with some accuracy and in a timely manner. Has a system to maintain appropriate records that document services provided to Title 1 students. Solves problems as they arise.</p>	<p>Completes work with little accuracy and not in a timely manner. Has an ineffective system to maintain appropriate records that document services provided to Title 1 students. Not able to deal with challenges and create solutions independently.</p>	<p>Does not complete work with accuracy and in a timely manner. Has no system to maintain appropriate records that document services provided to Title 1 students. Has an inability to solve challenges independently or with others.</p>

JOB KNOWLEDGE AND QUALITY – FOOD AND NUTRITION SERVICES SUPPORT STAFF

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently exhibits a clear understanding of job-related responsibilities and expectations and is able to prioritize daily duties to meet these expectations.	Frequently exhibits a clear understanding of job-related responsibilities and expectations and is able to prioritize daily duties to meet these expectations.	Rarely exhibits a clear understanding of job-related responsibilities and expectations and struggles to prioritize daily duties to meet these expectations without supervisor input.	Does not exhibit a clear understanding of job-related responsibilities and expectations and is not able to prioritize daily duties to meet these expectations without supervision.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently demonstrates the knowledge and skills to perform essential duties in an effective manner.	Frequently demonstrates the knowledge and skills to perform essential duties in an effective manner.	Rarely demonstrates the knowledge and skills to perform essential duties in an effective manner.	Does not demonstrate the knowledge and skills to perform essential duties in an effective manner.
c. Is current on professional/technical developments related to the position			
Consistently demonstrates the interest to seek and stay current on professional/technical developments related to the department and/or position.	Frequently demonstrates the interest to seek and stay current on professional/technical developments related to the department and/or position.	Rarely demonstrates the interest to seek and stay current on professional/technical developments related to the department and/or position.	Does not demonstrate the interest to seek and stay current on professional/technical developments related to the department and/or position.
d. Completes work with accuracy and in a timely manner			
Consistently completes tasks accurately and in a timely manner based on the individual task.	Frequently completes tasks accurately and in a timely manner based on the individual task.	Rarely completes tasks accurately and in a timely manner based on the individual task.	Does not complete tasks accurately and in a timely manner based on the individual task.

JOB KNOWLEDGE AND QUALITY –MAINTENANCE SUPPORT STAFF

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently exhibits a clear understanding of job-related responsibilities and expectations and is able to prioritize daily duties to meet these expectations.	Frequently exhibits a clear understanding of job-related responsibilities and expectations and is able to prioritize daily duties to meet these expectations.	Rarely exhibits a clear understanding of job-related responsibilities and expectations and struggles to prioritize daily duties to meet these expectations without supervisor input.	Does not exhibit a clear understanding of job-related responsibilities and expectations and is not able to prioritize daily duties to meet these expectations without supervision.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently demonstrates the knowledge and skills to perform essential duties in a cost effective manner.	Frequently demonstrates the knowledge and skills to perform essential duties in a cost effective manner.	Rarely demonstrates the knowledge and skills to perform essential duties in a cost effective manner.	Does not demonstrate the knowledge and skills to perform essential duties in a cost effective manner.
c. Is current on professional/technical developments related to the position			
Consistently demonstrates the interest to seek and stay current on professional/technical developments and practices related to the department and/or position.	Frequently demonstrates the interest to seek and stay current on professional/technical developments and practices related to the department and/or position.	Infrequently demonstrates the interest to seek and stay current on professional/technical developments and practices related to the department and/or position.	Rarely demonstrates the interest to seek and stay current on professional/technical developments and practices related to the department and/or position.
d. Completes work with accuracy and in a timely manner			
Consistently completes tasks accurately and in a timely manner based on the individual task.	Frequently completes tasks accurately and in a timely manner based on the individual task.	Rarely completes tasks accurately and in a timely manner based on the individual task.	Does not complete tasks accurately and in a timely manner based on the individual task.

JOB KNOWLEDGE AND QUALITY –NURSES

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Demonstrates a deep and thorough understanding of the responsibilities and expectations of the position and how it contributes to student wellness and achievement, including appropriate decision making in emergency and routine situations, human growth and development, and management of student health concerns.	Demonstrates an understanding of the responsibilities and expectations of the position and how it contributes to student wellness and achievement, including appropriate decision making in emergency and routine situations, human growth and development, and management of student health concerns.	Demonstrates a basic understanding of the responsibilities and expectations of the position and how it contributes to student wellness and achievement, including appropriate decision making in emergency and routine situations, human growth and development, and management of student health concerns.	Demonstrates little understanding of the responsibilities and expectations of the position and how it contributes to student wellness and achievement, including appropriate decision making in emergency and routine situations, human growth and development, and management of student health concerns.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Demonstrates advanced understanding of medical knowledge and nursing techniques including communicable diseases and appropriate control measures, as well as the provision of health room services including first aid, medication administration, nursing assessment, and case management.	Demonstrates sufficient understanding of medical knowledge and nursing techniques including communicable diseases and appropriate control measures, as well as the provision of health room services including first aid, medication administration, nursing assessment, and case management.	Demonstrates a basic understanding of medical knowledge and nursing techniques including communicable diseases and appropriate control measures, as well as the provision of health room services including first aid, medication administration, nursing assessment, and case management.	Demonstrates little understanding of medical knowledge and nursing techniques including communicable diseases and appropriate control measures, as well as the provision of health room services including first aid, medication administration, nursing assessment, and case management.
c. Is current on professional/technical developments related to the position			
Seeks opportunities for professional development based on an individual assessment of need.	Participates in all required and suggested professional development activities.	Participates in most required professional development activities.	Does not participate in professional development activities even when such activities are clearly needed for the development of nursing skills.

JOB KNOWLEDGE AND QUALITY –NURSES (continued)

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
d. Completes work with accuracy and in a timely manner			
Approaches recordkeeping in a highly systematic and efficient manner, including student health records, medication logs, individual health care plans, emergency care plans, emergency exit plans, and medication administration.	Reports, records, and documentation are accurate and submitted in a timely manner, including student health records, medication logs, state mandated screenings, and medication administration.	Reports, records, and documentation are generally accurate but are occasionally late, including student health records, medication logs, state mandated screenings, and medication administration.	Reports, records, and documentation are missing, late, or inaccurate resulting in confusion and/or delayed reporting, including student health records, medication logs, state mandated screenings, and medication administration.

JOB KNOWLEDGE AND QUALITY – OPTIONS CASEWORKERS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
<p>Consistently exhibits a clear understanding of job-related responsibilities and expectations of an Options Caseworker. Is able to prioritize daily schedule to meet expectations and responsibilities. Works collaboratively with middle school counseling department and administration to provide continued support to the student population. No direction is required to facilitate academic and interpersonal support to students.</p>	<p>Frequently exhibits a clear understanding of job-related responsibilities and expectations of an Options Caseworker. Is usually able to prioritize a daily schedule to meet expectations and responsibilities. Usually works collaboratively with middle school counseling department and administration to provide continued support to the student population. Minimal direction is required to facilitate academic and interpersonal support to students.</p>	<p>Rarely exhibits a clear understanding of job-related responsibilities and expectations of an Options Caseworker. Has difficulty prioritizing a daily schedule to meet expectations and responsibilities. Rarely collaborates with middle school counseling department and administration to provide support to the student population. Extensive direction is required to facilitate academic and interpersonal supports to students.</p>	<p>Does not understand the responsibilities and expectations related to an Options Caseworker. Is unable to prioritize a daily schedule to meet expectations and responsibilities. Does not collaborate with middle school counseling department and administration to provide support to the student population. Constant direction is required to facilitate academic and interpersonal supports to students.</p>
b. Demonstrates the knowledge and skills required to perform the duties of the position			
<p>Fully and clearly demonstrates the knowledge and skills required to perform the job expectations of an Options Caseworker. Serves as a reliable resource to support overall goals related to the social, emotional, and academic success of the student population.</p>	<p>Has worked to expand and build knowledge and skills in an effort to perform the job expectations of an Options Caseworker. Serves as a resource to support overall goals related to the social, emotional, and academic success of the student population.</p>	<p>Needs to improve and expand knowledge and skills in an effort to perform the job expectations of an Options Caseworker. Rarely is able to serve as a resource to support overall goals related to the social, emotional, and academic success of the student population.</p>	<p>Does not expand knowledge and skills in an effort to perform the job expectations of an Options Caseworker. Is not able to serve as a resource to support overall goals related to the social, emotional, and academic success of the student population.</p>

JOB KNOWLEDGE AND QUALITY – OPTIONS CASEWORKERS (continued)

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
c. Is current on professional/technical developments related to the position			
<p>Is current on professional related trends and resources related to supporting social, emotional, and academic needs of students. Actively pursues value-added skills/training/workshops to enhance student supports.</p>	<p>Maintains an overall understanding of professional related trends and resources related to supporting social, emotional, and academic needs of students. Occasionally pursues value-added skills/training/workshops to enhance student supports.</p>	<p>Needs to improve overall understanding of professional related trends and resources related to supporting social, emotional, and academic needs of students. Shows little interest in participation in value-added skills/training/workshops to enhance student supports.</p>	<p>Shows no improvement nor desire to improve overall understanding of professional related trends and resources related to supporting social, emotional, and academic needs of students. Does not actively participate in value-added skills/training/workshops to enhance student supports.</p>
d. Completes work with accuracy and in a timely manner			
<p>Consistently anticipates work needs and completes assigned tasks prior to deadlines. Organizes work to a level exceeding expectations and maximizes productivity. Consistently anticipates long-range challenges and plans work accordingly.</p>	<p>Regularly meets position and department needs and completes assigned tasks as designated. Completes work as expected. Performs work satisfactorily meeting goals and deadlines. Completes work with minimal supervision or assistance.</p>	<p>Does not regularly meet position and department needs. Is not able to fully complete all assigned tasks as directed. Does not perform work satisfactorily requiring some supervision and direction for completing assignments.</p>	<p>Is not able to meet position and department needs. Rarely completes assigned tasks as directed. Is not able to perform work satisfactorily without direct supervision and assistance. Usually requires repeated attempts in completing work as assigned.</p>

JOB KNOWLEDGE AND QUALITY – PARAPROFESSIONALS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently exhibits the responsibilities and expectations of duties as specified by the teacher in assisting, supporting, and reinforcing lessons and behavior management with individual students and/or small groups.	Frequently exhibits the responsibilities and expectations of duties as specified by the teacher in assisting, supporting, and reinforcing lessons with individual students and/or small groups.	Inconsistently exhibits the responsibilities and expectations of duties as specified by the teacher in assisting, supporting, and reinforcing lessons with individual students and/or small groups.	Does not exhibit the responsibilities and expectations of duties as specified by the teacher in assisting, supporting, and reinforcing lessons with individual students and/or small groups.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently implements curricular and functional activities with individual students and/or small groups as directed by the teacher.	Frequently implements curricular and functional activities with individual students and/or small groups as directed by the teacher.	Rarely implements curricular and functional activities with individual students and/or small groups as directed by the teacher.	Does not implement curricular and functional activities with individual students and/or small groups as directed by the teacher.
c. Is current on professional/technical developments related to the position			
Pursues and participates in professional development beyond requirements and utilizes strategies and resources in daily practice to support teachers and students.	Participates in required professional development and utilizes strategies and resources in daily practice to support teachers and students.	Participates in required professional development. Inconsistently utilizes strategies and resources in daily practice to support teachers and students.	Does not participate in required professional development activities, even when suggested by administration to further develop skills needed to meet job expectations.
d. Completes work with accuracy and in a timely manner			
Consistently accomplishes assigned responsibilities with accuracy, thoroughness, and in a timely manner.	Frequently accomplishes assigned responsibilities with accuracy, thoroughness, and in a timely manner.	Rarely accomplishes assigned responsibilities with accuracy, thoroughness, and in a timely manner.	Assigned responsibilities are not completed with accuracy, thoroughness and/or in a timely manner.

JOB KNOWLEDGE AND QUALITY –SECRETARIES, CLERKS, BOOKKEEPERS, AND OFFICE ASSISTANTS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently exhibits a clear understanding of job-related responsibilities and expectations.	Frequently exhibits a clear understanding of job-related responsibilities and expectations.	Rarely exhibits a clear understanding of job-related responsibilities and expectations.	Does not exhibit a clear understanding of job-related responsibilities and expectations.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Consistently demonstrates the knowledge and skills to perform and prioritize essential duties.	Frequently demonstrates the knowledge and skills to perform and prioritize essential duties.	Rarely demonstrates the knowledge and skills to perform and prioritize essential duties.	Does not demonstrate the knowledge and skills to perform and prioritize essential duties.
c. Is current on professional/technical developments related to the position			
Shows initiative in enhancing abilities in support of emerging technologies and professional skills. Pursues value-added skills/training in support of technologies. Actively seeks and participates in job-growth workshops and training opportunities.	Maintains and develops technical skills. Supports emerging technologies and professional skills. Maintains technical skills as needed for the position. Displays willingness to participate in job-growth workshops and training opportunities when possible.	Needs to improve technical skills. Needs to improve support and skill for current or emerging technologies and professional skills. Shows little improvement to keep up with relevant technical skills needed for the position. Rarely participates in any workshops or training.	Shows no improvement nor desire to improve technical skills. Does not show support for current or emerging technologies and professional skills. Does not maintain expected technical skills needed for the position. Does not participate in any workshops or training.
d. Completes work with accuracy and in a timely manner			
Consistently completes tasks accurately and in a timely manner.	Frequently completes tasks accurately and in a timely manner.	Rarely completes tasks accurately and in a timely manner.	Does not complete tasks accurately and in a timely manner.

JOB KNOWLEDGE AND QUALITY – SIGN LANGUAGE INTERPRETERS

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Consistently works with minimum supervision. Consistently exhibits good working relationships with co-workers. Consistently follows team goals. Consistently maintains a culture of mutual respect. Consistently accesses and reviews curriculum.	Frequently works with minimum supervision. Exhibits good working relationships with co-workers. Often follows team goals. Often maintains a culture of mutual respect. Often accesses and reviews curriculum.	Rarely works with minimum supervision. Has difficulty exhibiting good working relationships with co-workers. Does not follow team goals. Has difficulty maintaining a culture of mutual respect. Seldom accesses or reviews curriculum.	Unable to work with minimum supervision. Exhibits poor working relationships with co-workers. Ignores team goals. Fails to develop/maintain a culture of mutual respect. Never accesses and reviews curriculum.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
High level of equivalence between source and target languages. Produces signs accurately with a wide range of well-chosen vocabulary. Consistently conveys appropriate affect.	Produces most signs accurately. Produces mostly complete sentences that are understandable in the target language. Appropriate affect.	Often produces signs inaccurately with a limited range of vocabulary. The message is clear with occasional errors. Offers fair representation of affect.	Conceptual clarity of signs is lacking. Limited vocabulary with incomplete sentences so that source language is misunderstood. Affect is largely absent.
c. Is current on professional/technical developments related to the position			
Consistently attends and participates in in-school workshops, county provided relevant workshops, and extracurricular appropriate workshops.	Attends and participates in in-school workshops and county provided relevant workshops.	Attends but does not participates in in-school workshops and county provided relevant workshops.	Occasionally attends in-school workshops and county provided relevant workshops.
d. Completes work with accuracy and in a timely manner			
Consistently uses non-interpreting time effectively. Consistently reviews material. Consistently prepares for instruction.	Effectively uses non-interpreting time. Often reviews material. Often prepares for instruction.	Does not adequately use non-interpreting time. Seldom reviews material. Seldom prepares for instruction.	Ineffectively uses non-interpreting time. Does not review material. Does not prepare for instruction.

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JOB KNOWLEDGE AND QUALITY – TECHNOLOGY SERVICES SUPPORT STAFF

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
a. Understands responsibilities and expectations			
Fully and clearly demonstrates understanding the responsibilities and expectations related to support of Technology Services at all levels in the district. Has a clear understanding of department goals. Requires minimal supervision and direction. Alert to opportunities to go beyond assigned duties in support of department goals. Consistently exceeds production standards of the position.	Demonstrates understanding the responsibilities and expectations related to support of Technology Services at all levels in the district. Has a clear understanding of department goals. Requires minimal supervision and direction. When encouraged is willing to go beyond assigned duties in support of department goals.	Needs to improve in understanding the responsibilities and expectations related to support of Technology Services at all levels in the district. Does not exhibit a clear understanding of department goals. Requires supervision and direction on a regular basis.	Does not understand the responsibilities and expectations related to support of Technology Services at all levels in the district. Does not exhibit an understanding of department goals. Requires constant supervision and direction.
b. Demonstrates the knowledge and skills required to perform the duties of the position			
Clearly demonstrates and continues to enhance skills and knowledge with current and emerging technologies in support of department and district goals. Serves as a reliable resource to others regarding work processes and procedures. Skillfully uses technology to exceed department goals.	Demonstrates and is willing to update skills and knowledge with current and emerging technologies in support of department and district goals. Shows a willingness to assist others regarding work processes and procedures. Uses technology to meet department goals.	Needs to improve skills and knowledge of current and emerging technologies. Does not willingly offer to assist others regarding work processes and procedures. Does not routinely meet department goals.	Does not pursue opportunities to maintain skills or knowledge of current and emerging technologies. Does not offer to assist others regarding work processes and procedures. Does not meet department goals.

JOB KNOWLEDGE AND QUALITY – TECHNOLOGY SERVICES SUPPORT STAFF (continued)

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	INEFFECTIVE
c. Is current on professional/technical developments related to the position			
<p>Always maintains and develops technical skills. Shows initiative in enhancing abilities in support of emerging technologies for all departments. Pursues value-added skills/training in support of technologies. Actively seeks and participates in job-growth workshops and training opportunities.</p>	<p>Maintains and develops technical skills. Supports emerging technologies for all departments. Maintains technical skills as needed for the position. Displays willingness to participate in job-growth workshops and training opportunities when possible.</p>	<p>Needs to improve technical skills. Needs to improve support and skill for current or emerging technologies for all departments. Shows little improvement to keep up with relevant technical skills needed for the position. Rarely participates in any workshops or training.</p>	<p>Shows no improvement nor desire to improve technical skills. Does not show support for current or emerging technologies for all departments. Does not maintain expected technical skills needed for the position. Does not participate in any workshops or training.</p>
d. Completes work with accuracy and in a timely manner			
<p>Consistently anticipates work needs and completes assigned tasks prior to deadlines. Organizes work to a level exceeding expectations and maximizes productivity. Consistently anticipates long-range challenges and plans work accordingly. Always completes work thoroughly and accurately exceeding expectations.</p>	<p>Regularly meets position and department needs and completes assigned tasks as designated. Completes work as expected. Performs work satisfactorily meeting goals and deadlines. Meets expectations for completing work with minimal supervision or assistance.</p>	<p>Does not regularly meet position and department needs. Is not able to fully complete all assigned tasks as directed. Does not perform work satisfactorily requiring some supervision and direction for completing assignments.</p>	<p>Is not able to meet position and department needs. Rarely completes assigned tasks as directed. Is not able to perform work satisfactorily without direct supervision and assistance. Usually requires repeated attempts in completing work as assigned.</p>

SUPPORT SERVICES EVALUATION RESPONSE FORM

Name: _____

Department: _____

Date: _____

In Reference to: _____

Employee's Signature

Date Received by Evaluator(s)

DISTRIBUTION: Employee Evaluator(s) Personnel File
