

Educational Support Personnel Evaluation Manual

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Table of Contents

Educational Support Personnel Evaluation Manual

Forward.....	3
Part I – Pre-Conference.....	4
Part II – Evaluation Procedures.....	5
Part III – Performance Standards.....	6
Part IV – The Evaluator.....	7
Part V – When Must an Employee be Evaluated.....	8
Part VI – Evaluation Discussion.....	9
Part VII – Narrative to Support Non-Standard Ratings.....	10
Form – Observation Feedback.....	12
Form – Interim Evaluation.....	14
Form – Improvement Plan.....	16
Form – Final Evaluation Form.....	18

Foreword

The purpose of educational support personnel evaluation is to:

- Provide an opportunity for the employee and supervisor to openly discuss job goals, identify and build on strengths, and create opportunities for improvement.
- Document employee performance and identify plan for growth and improvement.
- Identify goals and objectives of the employee, consistent with the mission of the District.

The success of the evaluation process depends on the degree to which the evaluator and employee can be open and honest in their discussions.

Board of Education Policy GBO – Evaluation of Classified Staff

In order to assure a high level of classified staff performance, to advance the educational programs and services of the district, to help classified staff members increase their effectiveness, to provide a continuing record of the services of each employee, and to provide objective evidence upon which to base decisions on assignment and reemployment, the Board shall require periodic evaluations of all classified staff members. Formal evaluations shall be conducted by the administration of all first year probationary classified staff personnel and for all other classified staff personnel as the administration deems necessary.

Classified staff evaluations shall be based on employee job descriptions and on specific annual goals and objectives mutually agreed upon by the classified staff member and supervisor in accordance with the district's classified staff performance review plan.

Evaluations shall be put in writing and discussed by the supervisor and employee. A copy of each evaluation shall be signed by the employee (indicating receipt of copy) and placed in the employee's official district personnel file. Copies of the evaluation shall be given to the employee, the supervisor, and the superintendent. No formal evaluations shall be completed and filed in the employee's official district personnel file without the full knowledge of the employee being evaluated. The employee shall sign the evaluation acknowledging that the evaluation took place or a refusal to sign shall be attested to by signature of a witness. Employees shall be given the opportunity to add any remarks to the evaluation they consider relevant.

Classified staff members receiving low evaluations shall be given assistance for improvement from their supervisor. Continued low evaluations shall result in appropriate action determined by the superintendent, consistent with negotiated agreements and the classified staff performance plan.

PART I

Pre-Conference

It is essential that an employee be informed of the evaluation process in the early stages of employment and at the beginning of each year. Evaluators should meet with the employee they are evaluating to review the procedure and expectations. This is an opportunity for both individuals to ask questions, come to an agreement on expectations and goals, discuss concerns, and provide insight into the job. Evaluator should review the both the job description and the specific assignment of the employee in the school or department team. Goals should be discussed and set in a clear and measurable way, to help the employee pick a specific area to focus on improving. For twelve (12) month employees, this meeting and the end of year evaluation meeting often happen at the same time. Pre-Conference meetings should take place in accordance with the evaluation schedule put out by the district each year.

Evidence of the pre-conference meeting should be documented by the evaluator and the employee being evaluated by both individuals signing that the conference took place. That could be completed by an employee signing in that the meeting took place, or by both the employee and evaluator signing a paper as outlined below:

Educational Support Personnel Pre-Conference Meeting Documentation

I, _____, participated (name)
in a pre-conference meeting with my evaluator on _____ . I understand
(date)
that the appraisal process is ongoing and commences from the first day indicated on my work
schedule/calendar year.

Employee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

*If a pre-conference meeting is not documented and signed by the employee, the evaluation for that year will be considered incomplete.

Part II

Evaluation Procedures

Requirements of the job must first be determined before there can be an evaluation of how well the employee is doing the job.

Step 1 – It is essential that employees be informed of the evaluation process and the performance review form in the early stages of employment.

Step 2 – The evaluator and employee must each review the job description and duties and responsibilities of the position occupied by the person being evaluated.

Step 3 – Space is provided under each of the performance standards for the evaluator to write in descriptive terms, standards, or objectives. These should be words or phrases which give a clear, concise, and specific description of what is being evaluated. For example, under “Relationships with People”, an evaluator might want to add, “Has no difficulties with other employees, thoughtful of other employees,” etc. and then relate a specific incident or instance.

Step 4 – Point Values

The point value indicates how well the person performed in relation to the performance standards being evaluated. The evaluator and employee should discuss the performance standards and the designated point values.

The following definitions are given as a basis for establishing the point value

Point Value	Performance	Definition
4	Outstanding	Consistently exceeds what is expected
3	Above Standard	Frequently exceeds what is expected
2	Standard	Consistently achieves what is expected
1	Below Standard	Occasionally fails to achieve what is expected
0	Unsatisfactory	Consistently fails to achieve what is expected

Step 5 – The evaluator should give periodic feedback to the employee throughout the year so that there are no surprises when a review is held.

Step 6 – At the conclusion of the evaluation period, the evaluator reviews the performance of the employee and evaluates how well the performance standards were completed throughout the evaluation period.

Step 7 – If the employee receives a rating other than “Standard” on any performance standard, the evaluator must include a narrative under “Supportive Comments” or on an attached sheet.

Step 8 – The evaluator determines the “Overall Employee Evaluation” and marks the appropriate square on the first page of the evaluation form.

Step 9 – Employees may comment in the space provided or submit a written supplement within 10 working days of signing the evaluation form. (Refer to negotiated agreements or other employee handbooks)*

PART III

Performance Standards

A performance standard is one element of performance, the results of which can be observed and evaluated. Performance standards are given below.

1. **Quality of Work:** Consider the extent to which completed work is accurate, neat, well organized, thorough, and applicable. The degree of excellence of the work performed over the entire rating period is measured here.
2. **Quantity of Work:** Consider the amount of work completed by the employee relative to their position within a prescribed time frame.
3. **Initiative:** Consider the extent to which the employee acts independently, is innovative, self-reliant, offers solutions for work problems, takes action for self-improvement, and completes job related tasks.
4. **Relationships with People:** Consider the extent to which the employee works cooperatively with others, recognizes the needs and desires of other people, treats others with respect and courtesy, inspires their respect and confidence. This standard relates to both public contact and contact with other employees. This standard does not apply to an employee's personal popularity or lack of it.
5. **Work Habits:** Consider the extent to which the employee demonstrates job knowledge, is dependable and punctual, is appropriate and professional in appearance, and observes safety and health standards.

PART IV

The Evaluator

Who is the evaluator?

The supervisor/administrator who is accountable for the organizational results to which the employee's work primarily contributes should be the evaluator. This will be the designated supervisor/administrator who assigns work to the employee, reviews completed work, grants leave time, and initiates recommendations for upgrading.

More than one evaluator?

An employee should have no doubt as to whom they are accountable to for their work performance at any given time. If, because of rotational assignments or for other reasons the employee will be working short periods for a number of persons, the department director will designate in advance the evaluator. This evaluator will consult with other evaluators and document their evaluations as a basis for informal interim work reviews and the periodic formal evaluation.

If the employee moves or if the evaluator changes, an evaluation shall be completed by the evaluator who was responsible for supervising the individual for at least 90 days.

Responsibilities of the Evaluator

The evaluator has the responsibility of making the best possible evaluation of an employee's performance based on the facts.

The evaluator and the employee share responsibility for an open discussion during the evaluation.

PART V

When Must an Employee Be Evaluated

General

All new, probationary employees will be evaluated during their first year of employment with the district. All Educational Support Personnel are evaluated every year with the exception of Early Childhood Educators (ECE), Educational Secretaries, Security Guards, and Community Advocates who are evaluated on a 3-year cycle. The Office of Human Resources will annually issue a list referenced by site of ECE, Educational Secretaries, Security Guards, and Community Advocates who are on cycle to be evaluated each year. However, Educational Support Personnel are subject to performance evaluations at any time at the discretion of the evaluator.

Interim Evaluation for Less Than Standard Performance

There are circumstances where an evaluator may determine that an interim evaluation should be made a matter of official record because of a sharp decline in performance by an employee.

This would occur after the evaluator had discussed less than standard performance with the employee but the employee's performance did not improve. Therefore, when an employee's overall performance becomes "Below Standard" or "Unsatisfactory", an interim evaluation should be conducted for the purpose of explaining to the employee where performance is less than standard and what needs to be done to improve performance. This "Interim" evaluation would become official documentation that the employee had been informed of less than standard performance. The "Interim" evaluation indicating the less than standard evaluation shall be maintained as a part of the employee's official record.

If their performance does not reach a standard level in a reasonable time, the evaluator should again evaluate the employee and forward the evaluation form to the Human Resources Department.

One purpose of an evaluation is to make employees aware of less than standard performance early enough so that performance deficiencies can be corrected prior to the periodic evaluations.

PART VI

Evaluation Discussion

The evaluation discussion with the employee is a most valuable occasion to discuss what is expected of them on the job and especially how the evaluator felt about their performance during the past evaluation period. It is also the opportunity to let the employee know where they excelled and where their performance did not meet the standard. This discussion requires ample preparation.

Preparation for Evaluation Discussion

Advance notice to the employee is essential. Both parties need to prepare for the mulling up of the work performed and for planning the future. Therefore, the evaluator should notify the employee several days in advance so that each can have time to prepare for their discussion.

The setting for this meeting is very important and should be private and free from distracting noise, activities, and interruptions. If physical facilities of this type are limited, it is the evaluator's responsibility to do the necessary advance planning and coordination to obtain the best possible space for the meeting. Sufficient time should be allotted so that the discussion will be unhurried.

In general, new employees, or those with substantial work performance problems will need more time than individuals who are performing at a standard level. Adequate time should be provided for major concerns of both parties to be explored in depth.

The Evaluation Discussion

The evaluation is probably one of the most challenging tests of a supervisor/administrator's skill in handling people. Each will be different. This is an opportunity to recognize individual differences and be able to vary one's approach accordingly. Listening skills are much more important than speaking skills. The evaluator must be sensitive to his/her impact upon people and particularly the need of people to see themselves as worthwhile individuals. Keep a balance between praise and constructive criticism when possible. Even though the summary discussion deals with the recent past, its realistic value is its influence upon future performance and working relationship. Recognize achievement, contributions, and improvement made by the employee. Every employee in Pueblo School District 60 has the right to expect honest appreciation and feedback for things he/she does well.

At the conclusion of the evaluation, the evaluator and employee should examine the employee's duties and responsibilities. The purpose of this discussion is to determine priorities, to examine more effective ways of doing the assigned tasks, to assist the employee and the evaluator in reaching a common understanding as to what needs to be done, and to give the evaluator/administrator the opportunity to determine to determine if the work in the employee's section is being distributed properly.

As duties are discussed, the evaluator and employee will jointly want to explore ways of improving procedures and methods. They will want to discuss specific goals, objectives, or standards which might cause the employee to strive to attain higher levels of performance.

At the conclusion of the session, the evaluator should ask the employee if they have any questions concerning what is expected of them and how their performance was evaluated. The evaluator should thank the employee for their time and make a sincere effort to be available for questions or consultations should the employee need further clarification of what is expected in the future.

PART VII

Narrative to Support Outstanding, Above Standard, Below Standard, and Unsatisfactory Ratings

Outstanding or Above Standard Ratings

The evaluation form is the documented record of the employee's performance during the period evaluated. If the Performance Standard is "Outstanding" or "Above Standard", a written narrative (Supportive Comments) must be included describing specific areas of performance.

The content of the narrative must be specific in describing the employee's performance and how it exceeded the criteria or standards set by the evaluator. Words describing the appearance or character of an employee, such as intelligent, neat, well-groomed, highly motivated, dedicated, loyal, etc., are not evidence or descriptive of "how well" the employee performed and should not be used as justification.

In writing the justification, a procedure that will assist the evaluator involves four basic steps:

1. List the task or job that was performed.
2. Review the performance standard used to evaluate the job or task and list specific standards, goals, or other criteria that may have been used in measuring or evaluating the employee's performance.
3. Describe specifically "how" the standards or criteria were **CONSISTENTLY** exceeded in performing the job or task.
4. Whenever possible, the evaluator should attach copies of favorable communications the employee may have received for the performance of assigned duties, such things as a letter of commendation from people receiving service from the employee or any written documentation which would indicate an employee is doing an exceptional job.

Unsatisfactory or Below Standard Ratings

When an employee is evaluated as "Unsatisfactory" or "Below Standard", a narrative (Supportive Comment) must accompany the evaluation form. Specific examples of how the performance of the employee failed to meet "what was expected" must be described in the narrative.

Employees who are performing at an "Unsatisfactory" level should be made of their deficiencies prior to the periodic formal evaluation. Evaluators are responsible for unit and individual productivity. Whenever an employee fails to meet desired standards, goals, or other established performance criteria, it is the evaluator's responsibility to counsel the employee concerning the performance.

The evaluator should also ensure that counseling, on-the-job training, or other types of special training have been made available to the employee who is performing in a less than standard manner. If verbal counseling or other additional training fails to correct the situation, the evaluator/administrator should discuss the less than standard performance with their immediate supervisor. In certain situations, it may become necessary to take

corrective or disciplinary action in an attempt to correct a situation which has resulted in less than standard performance.

The evaluator should maintain a written record of actions taken so that documentation is available to support an evaluation that falls below the standard.

In writing the justification for less than standard performance, a procedure that will assist the evaluator involves four basic steps:

1. List the task or job that was performed or policy or rule that was violated.
2. Review the performance standards used to evaluate the task and list specific standard goals or other criteria that may have been used in measuring performance.
3. Describe how the employee **CONSISTENTLY** failed to achieve what was expected according to the performance standard. Provide direction for improvement with specified time lines.
4. The employee may provide a written statement on or attached to the evaluation form.

Educational Support Personnel Evaluation – I

Observation Feedback

Employee _____

Evaluator _____ Date _____

- The evaluation observation offers periodic feedback to the employee throughout the year so that there are no surprises when the final evaluation review is presented.
- The evaluator will discuss the employee’s performance early enough so that performance deficiencies, if observed, can be corrected prior to subsequent periodic evaluations.
- It is the evaluator’s responsibility to counsel the employee concerning performance when the employee fails to meet desired standards, goals, or other established performance criteria.
- This and other observation information will form a data collection relating to the employee’s performance.
- This evaluation observation form will document that the employee has been informed of their performance.

QUALITY OF WORK

Performance Standard 1: The extent to which completed work is accurate, neat, well organized, and thorough.

Work is frequently incomplete and/or contains excessive errors; requires constant supervisory review	Work is sometimes incomplete and/or contains occasional errors; often requires supervisory review	Work is completed and contains minimal errors; seldom requires supervisory review	Work is consistently complete and is usually error-free; requires little supervisory review	Work is exceptionally thorough and is error-free; rarely requires supervisory review
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

QUANTITY OF WORK

Performance Standard 2: The amount of work completed by employee relative to their position within a prescribed time frame.

Amount of work does not meet minimum requirements; often misses deadlines	Amount of work is just enough to get by; occasionally misses deadlines	Amount and timeline of work is satisfactory	Amount of work often exceeds that which is required; often completes assignments ahead of schedule	Amount and timeline of work consistently exceeds that which is required
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

INITIATIVE

Performance Standard 3: The extent to which employee acts independently, is innovative, self-reliant, offers solutions for work problems, takes action for self-improvement, and completes job related tasks.

Requires frequent direction, exerts little effort to improve work methods or rarely seeks any additional responsibility	Requires occasional direction, seldom suggests improved work methods or seeks any additional responsibility	Performs job-related tasks with minimal direction, suggests improved work methods, and seeks some additional responsibility	Carries out assigned responsibilities independently, suggests job-related improvements and seeks additional responsibility	Carries out responsibilities independently consistently suggests job-related improvements and seeks additional responsibility
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

RELATIONSHIPS – Supervisors, Public, Students, District Employees, Work Teams

Performance Standard 4: The extent to which the employee works cooperatively with others, recognizes the needs and desires of other people, treats others with respect and courtesy, and inspires their respect and confidence.

Blunt, discourteous and antagonistic in manner; poor interaction with others, necessitates frequent supervisory intervention, unresponsive or resistant to instructions or suggestions from supervisor/team members	Occasionally lack tact in dealing with others and has some difficulty in establishing harmonious relationships; occasionally interactions require supervisory intervention; misses opportunities to cooperate as a team member for achievement of District/department goals	Cooperative and pleasant in dealing with people and establishes reasonably harmonious relationships; communicates well, works cooperatively as a team member to meet District/department goals	Consistently cooperative and pleasant in dealing with people; establishes harmonious relationships and communicates well; willing to offer assistance, open to suggestions from others, cooperates actively as a team member to achieve District/department goals	Exceptionally cooperative; pleasant and helpful in dealing with others, even in the most difficult situations; demonstrates excellent communication skills, seeks opportunities to cooperate as a team member for achievement of District/department goals
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

WORK HABITS – Supervisors, Public, Students, District Employees, Work Teams

Performance Standard 5: The extent to which the employee demonstrates job knowledge, is dependable and punctual, is appropriate in appearance, and observes established safety and health standards.

Lacks understanding of the job, rarely dependable, poor attendance record; personal appearance and hygiene are inappropriate, work performance is careless or reckless in a manner which endangers self or others	Displays minimal understanding of the job, is occasionally dependable, has inconsistent attendance record; sometimes untidy in work area, personal appearance or hygiene; disregards safe work practices	Displays basic understanding of the job, is dependable, carries out duties in a safe manner; regular in attendance, adheres to established hours; maintains appropriate work area, personal appearance and hygiene	Consistently displays job knowledge, is consistently dependable, is seldom absent from work; consistently maintains appropriate work area, personal appearance and hygiene; consistently carries out duties in a safe manner	Displays exceptional understanding of all facets of the job, exceptionally dependable; outstanding attendance record; carries out duties in an exceptionally safe manner; maintains exceptionally appropriate work area, personal appearance and hygiene
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

Other Comments:

Employee _____ Date _____

Supervisor _____ Date _____

Educational Support Personnel Interim Evaluation – II

Goal: Improved Performance

Employee _____

Evaluator _____ Date _____

- The evaluator should notify the employee of less than standard performance early enough so that the employee can correct performance deficiencies prior to continuing periodic evaluations
- It is the evaluator’s responsibility to counsel the employee who is failing to meet desired standards, goals, or other established performance criteria.
- The Interim Evaluation is one method to provide the employee with feedback throughout the year, and is an official form of data collection about the employee’s performance.
- The Interim Evaluation serves as official documentation that the employee was informed of less than standard performance.

QUALITY OF WORK

Performance Standard 1: The extent to which completed work is accurate, neat, well organized, and thorough.

Work is frequently incomplete and/or contains excessive errors; requires constant supervisory review	Work is sometimes incomplete and/or contains occasional errors; often requires supervisory review	Work is completed and contains minimal errors; seldom requires supervisory review	Work is consistently complete and is usually error-free; requires little supervisory review	Work is exceptionally thorough and is error-free; rarely requires supervisory review
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

QUANTITY OF WORK

Performance Standard 2: The amount of work completed by employee relative to their position within a prescribed time frame.

Amount of work does not meet minimum requirements; often misses deadlines	Amount of work is just enough to get by; occasionally misses deadlines	Amount and timeline of work is satisfactory	Amount of work often exceeds that which is required; often completes assignments ahead of schedule	Amount and timeline of work consistently exceeds that which is required
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

INITIATIVE

Performance Standard 3: The extent to which employee acts independently, is innovative, self-reliant, offers solutions for work problems, takes action for self-improvement, and completes job related tasks.

Requires frequent direction, exerts little effort to improve work methods or rarely seeks any additional responsibility	Requires occasional direction, seldom suggests improved work methods or seeks any additional responsibility	Performs job-related tasks with minimal direction, suggests improved work methods, and seeks some additional responsibility	Carries out assigned responsibilities independently, suggests job-related improvements and seeks additional responsibility	Carries out responsibilities independently consistently suggests job-related improvements and seeks additional responsibility
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

RELATIONSHIPS – Supervisors, Public, Students, District Employees, Work Teams

Performance Standard 4: The extent to which the employee works cooperatively with others, recognizes the needs and desires of other people, treats others with respect and courtesy, and inspires their respect and confidence.

Blunt, discourteous and antagonistic in manner; poor interaction with others, necessitates frequent supervisory intervention, unresponsive or resistant to instructions or suggestions from supervisor/team members	Occasionally lack tact in dealing with others and has some difficulty in establishing harmonious relationships; occasionally interactions require supervisory intervention; misses opportunities to cooperate as a team member for achievement of District/department goals	Cooperative and pleasant in dealing with people and establishes reasonably harmonious relationships; communicates well, works cooperatively as a team member to meet District/department goals	Consistently cooperative and pleasant in dealing with people; establishes harmonious relationships and communicates well; willing to offer assistance, open to suggestions from others, cooperates actively as a team member to achieve District/department goals	Exceptionally cooperative; pleasant and helpful in dealing with others, even in the most difficult situations; demonstrates excellent communication skills, seeks opportunities to cooperate as a team member for achievement of District/department goals
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

WORK HABITS – Supervisors, Public, Students, District Employees, Work Teams

Performance Standard 5: The extent to which the employee demonstrates job knowledge, is dependable and punctual, is appropriate in appearance, and observes established safety and health standards.

Lacks understanding of the job, rarely dependable, poor attendance record; personal appearance and hygiene are inappropriate, work performance is careless or reckless in a manner which endangers self or others	Displays minimal understanding of the job, is occasionally dependable, has inconsistent attendance record; sometimes untidy in work area, personal appearance or hygiene; disregards safe work practices	Displays basic understanding of the job, is dependable, carries out duties in a safe manner; regular in attendance, adheres to established hours; maintains appropriate work area, personal appearance and hygiene	Consistently displays job knowledge, is consistently dependable, is seldom absent from work; consistently maintains appropriate work area, personal appearance and hygiene; consistently carries out duties in a safe manner	Displays exceptional understanding of all facets of the job, exceptionally dependable; outstanding attendance record; carries out duties in an exceptionally safe manner; maintains exceptionally appropriate work area, personal appearance and hygiene
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

Other Comments:

Employee _____ Date _____

Supervisor _____ Date _____

Educational Support Personnel – III

Less than Standard Performance Plan of Improvement

Employee _____

Evaluator _____ Date _____

- List the task or job that was performed at a below standard or unsatisfactory level
- Review the performance standards used to evaluate the task and the standard goals or other criteria that may have been used to measure performance.
- Describe how the employee failed to achieve what was expected according to the performance standard.
- Provide direction for improvement, with specific timelines and/or suggestions.
- Any specific documentation that was issued to the employee relating to a performance standard may be attached to this form and the final summary evaluation form.
- The employee may provide a written statement to accompany Plan of Improvement.

QUALITY OF WORK

Performance Standard 1: The extent to which completed work is accurate, neat, well organized, and thorough.

Work is frequently incomplete and/or contains excessive errors; requires constant supervisory review	Work is sometimes incomplete and/or contains occasional errors; often requires supervisory review	Work is completed and contains minimal errors; seldom requires supervisory review	Work is consistently complete and is usually error-free; requires little supervisory review	Work is exceptionally thorough and is error-free; rarely requires supervisory review
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Supportive Comments:				

QUANTITY OF WORK

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Supportive Comments:				

INITIATIVE

Performance Standard 3: The extent to which employee acts independently, is innovative, self-reliant, offers solutions for work problems, takes action for self-improvement, and completes job related tasks.

Requires frequent direction, exerts little effort to improve work methods or rarely seeks any additional responsibility	Requires occasional direction, seldom suggests improved work methods or seeks any additional responsibility	Performs job-related tasks with minimal direction, suggests improved work methods, and seeks some additional responsibility	Carries out assigned responsibilities independently, suggests job-related improvements and seeks additional responsibility	Carries out responsibilities independently consistently suggests job-related improvements and seeks additional responsibility
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

RELATIONSHIPS – Supervisors, Public, Students, District Employees, Work Teams

Performance Standard 4: The extent to which the employee works cooperatively with others, recognizes the needs and desires of other people, treats others with respect and courtesy, and inspires their respect and confidence.

Blunt, discourteous and antagonistic in manner; poor interaction with others, necessitates frequent supervisory intervention, unresponsive or resistant to instructions or suggestions from supervisor/team members	Occasionally lack tact in dealing with others and has some difficulty in establishing harmonious relationships; occasionally interactions require supervisory intervention; misses opportunities to cooperate as a team member for achievement of District/department goals	Cooperative and pleasant in dealing with people and establishes reasonably harmonious relationships; communicates well, works cooperatively as a team member to meet District/department goals	Consistently cooperative and pleasant in dealing with people; establishes harmonious relationships and communicates well; willing to offer assistance, open to suggestions from others, cooperates actively as a team member to achieve District/department goals	Exceptionally cooperative; pleasant and helpful in dealing with others, even in the most difficult situations; demonstrates excellent communication skills, seeks opportunities to cooperate as a team member for achievement of District/department goals
Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

WORK HABITS – Supervisors, Public, Students, District Employees, Work Teams

Performance Standard 5: The extent to which the employee demonstrates job knowledge, is dependable and punctual, is appropriate in appearance, and observes established safety and health standards.

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Unsatisfactory	Below Standard	Standard	Above Standard	Outstanding
Supportive Comments:				

Other Comments:

Employee _____ Date _____

Supervisor _____ Date _____