

Classified Evaluation Handbook



2016-2017

Classified Evaluation Handbook

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Introduction

South Lane School District believes it is essential to continuously improve the quality of the organization to best meet the needs of our students. By engaging in a process that looks at an individual's current level of performance, and providing opportunity and encouragement for growth, we can increase the effectiveness and efficiency of the schools as an organization, and the individuals within that organization. This, in turn, will increase student learning.

On the yearly evaluation, employees will be rated on 11 standards as "accomplished", "effective", "developing", or "ineffective". It is understood that most of the time, successful employees will rate "effective" on these 11 standards. With extra-ordinary effort (outlined in the standards), an "accomplished" rating may be reached. It is also understood that successful employees may also have standards rated "developing", which is part of continuous professional growth process.

This handbook is the culmination of work initiated by the South Lane School District CLASS project, specifically the Performance Evaluation Blueprint Team. In the fall of 2012, the committee began work on the Teacher Evaluation Handbook, and a pilot of the new evaluation system was done in the Spring. The Handbook and new evaluation system was then put into place for all teachers in the Fall of 2013. At that same time, the committee began work on the Evaluation system for classified employees by creating job descriptions for every classification. In the Spring of 2014, the job descriptions were approved by the SLSD school board. The evaluation handbook for classified employees also began to take shape at that time. The new evaluation system was piloted with office employees and educational assistants in October, 2014. All employees will begin the new system in the Fall of 2015.

Definitions

Supervisor: The person responsible for the evaluation of employees within his/her department or building.

Employee: Probationary or regular-status classified employees

Probationary Status Employees: Employees are considered probationary for the first 9-months of employment.

Regular Status Employees: Employees are considered regular status after the 9-month probationary period.

Standards: A description of each of the expectations on which supervisors can identify the current levels of performance and target areas for professional growth. Levels of performance are presented for each standard. These are found in the performance evaluation (Appendix D)

Levels of Performance:

These levels indicate the performance of classified employees ranging from those who are striving to master the basics of the job to those who are highly accomplished professionals who are able to share their expertise with colleagues.

Ineffective—Not meeting standard. A goal in this area is required the following year.

Developing—Approaching standard, or inconsistently meeting standard. A goal in this area is recommended.

Effective—Meeting standard consistently

Accomplished—Actions above and beyond meeting standard.

Performance Goals: Annual goals pertaining to one's job responsibilities and/or professional growth, intended to enhance job performance and professional growth.

Goals Conferences: Supervisors meet with employees at the beginning, middle, and end of the year to set, review, and evaluate performance goals.

Self-Assessment: Completed annually by the employee prior to fall goal setting.

Performance Evaluation: Completed annually for all employees; completed at the end of the 9-month probationary period for probationary employees. For regular status employees, the evaluation is completed annually.

Responsibility For Implementation

Employee

Each classified employee will receive the Classified Employee Evaluation handbook by the end of their first month of employment. A handbook will also be provided to each work site to be placed in a common area. It is the responsibility of each employee to read the handbook and address any concerns to their supervisor, building representative, or association leadership. Each employee is responsible for completing the intent to return, the self-assessment and developing performance goals both to be submitted online. All employees are responsible for following and completing the evaluation process as outlined in the Classified Employee Evaluation Handbook.

Association

The association will inform employees of their rights and responsibilities, and be available through its representatives to answer questions.

Supervisor

The supervisor will assist employees in creating their goals, and complete employee evaluations in accordance with the guidelines specified in the Classified Employee Evaluation handbook and specific to the employee's employment status. Supervisors will notify probationary employees when the 9-month evaluation is due and the supervisor will also be available to assist new employees with their performance goals. Supervisors will specifically refer to the Standards and job descriptions when writing evaluations.

Human Resources

Human Resources Office will provide the forms necessary to complete the evaluation process. Human Resources staff is available to provide training for supervisors and employees regarding their roles and responsibilities.

CLASS Evaluation Committee

Committee will review and revise the evaluation process as necessary.

Timeline

SUGGESTED TIMELINE	ACTION
By September 30 th	Read and sign job description.
By October 15 th	All employees submit performance goals.
By October 31 st	Supervisor conducts goal conference with employees.
By January 31 st	Intent to Return
By February 28 th	Mid-Year Check in
By May 1 st	Self Evaluation.
By June 15 th	Supervisor conducts year-end performance evaluation with probationary and regular-status employees.

***If an employee is hired during the school year, the employee will receive an evaluation at the end of the school year and at the end of the 9-month probationary period.**

Performance Goals

Criteria

1. Performance goals are designed to improve job skills and performance, and to encourage professional growth.
2. The supervisor will approve all performance goals.
3. Progress toward meeting performance goals will be considered during evaluations.
4. Performance goals will pertain to some aspect of employee's job responsibilities (see job description), SLSD standards, and/or professional growth.

Guidelines

In meeting with their supervisor, all employees will be required to develop 1-2 performance goals. Employees will complete the self-assessment in the Spring, which can assist them in creating goals. All employees will be given access to the Perform Online Evaluation System to complete their goals.

Intent to Return

The Intent to Return is completed by employees and indicates an intention to return to employment the next school year. This is not binding, and serves as an indicator for both the supervisor and employee.

Classified Employee Self-Assessment

The self-evaluation is similar to the evaluation form, and gives employees an opportunity to reflect on their job performance. This will prove helpful when goals are set the following fall. Supervisors will use the self-evaluation to assist in goal setting, and to inform them as they complete the final evaluation.

Performance Evaluation

The Classified Performance Evaluation form will be used for evaluations for probationary and regular status employees. Supervisors and employees prepare for this evaluation in the following manner:

Directions for Supervisors

1. Read and review the standards
2. Read and review the Levels of Performance for each standard
3. Review the employee's performance goals
4. Review employee's Self Assessment.
5. Complete the evaluation by marking the level of performance, and writing appropriate comments.
6. Meet with the employee to present the evaluation

Directions for Employee:

1. Complete the Self-Assessment
2. Review progress on goals
3. Review previous year's evaluation
4. Attend the evaluation meeting
5. Read the evaluation, and provide comments if desired.
6. Electronically sign the evaluation.

Appendix A

Professional Goals Form

SMART Goals are:

Specific and Strategic—Measurable--Action-Oriented, Attainable--Rigorous, Realistic, and Results-Focused--Time bound and Tracked

Goal 1

Goals statement

What are you going to do/achieve?

Which SLSD standard or duty in job description does this goal relate to?

Action Steps and Timeline

What are you going to do to achieve the goal? When?

Measurement

How will you measure progress/achievement?

Assistance from Supervisor

What can your supervisor do to help you achieve this goal?

SMART Goals are:

Specific and Strategic—Measurable--Action-Oriented, Attainable--Rigorous, Realistic, and Results-Focused--Time bound and Tracked

Goal 2

Goals statement

What are you going to do/achieve?

Which SLSD standard or duty in job description does this goal relate to?

Action Steps and Timeline

What are you going to do to achieve the goal? When?

Measurement

How will you measure progress/achievement?

Assistance from Supervisor

What can your supervisor do to help you achieve this goal?

Appendix B

Mid-Year Goals Form

Goal 1

Goals statement

What are you going to do/achieve?

Progress on Goal

What have you done to achieve your goal? How is it going?

Goal 2

Goals statement

What are you going to do/achieve?

Progress on Goal

What have you done to achieve your goal? How is it going?

Appendix C Self-Assessment

The self-assessment is similar to the evaluation form, and provides an opportunity for employees to reflect on their job performance. This will prove helpful when goals are set the following fall. Supervisors will also use the self-evaluation to assist in goal setting, and to inform them as they complete the final evaluation.

Please Rate your performance using the following rubric:

Standard 1: Job Knowledge

Understands all aspects of the job (see job description); Possesses knowledge and skills necessary to perform job; Pays attention to details; Understands technical job methods and processes; Knows and uses departmental standards. Considering the knowledge and understanding of the job, are the correct methods or techniques used? Is the knowledge routinely applied on the job?

	Ineffective	Developing	Effective	Accomplished
Job Knowledge	Rarely demonstrates the knowledge of and/or the ability to apply the methods, procedures, policies, techniques, and equipment necessary to effectively perform job responsibilities.	Inconsistently demonstrates the knowledge of and/or the ability to apply the methods, procedures, policies, techniques, and equipment necessary to effectively perform job responsibilities.	Consistently demonstrates the knowledge of and/or the ability to apply the methods, procedures, policies, techniques, and equipment necessary to effectively perform job responsibilities.	In addition to demonstrating effective performance, continually looking for new methods, procedures, techniques, and equipment which will enhance job performance of self and others.

Standard 2: Quality of Work

Does thorough, accurate, neat and professional work; Produces a high quality product; high standards and work ethic; Makes minimal errors; attention given to details; communication is effective.

	Ineffective	Developing	Effective	Accomplished
Quality of Work	Work is rarely accurate, neat, thorough, efficient, and cost effective. Both oral and written communication is ineffective.	Work inconsistently accurate, neat, thorough, efficient, and cost effective. Oral and written communication is sometimes ineffective.	Work is consistently accurate, neat, thorough, efficient, and cost effective. Oral and written communication achieves its intended purpose.	In addition to accurate, neat, thorough, efficient, and cost effective work, seeks and applies innovative approaches which will improve and/or enhance work beyond the norm.

Standard 3: Quantity of Work/Initiative

Efficient; Manages and Prioritizes tasks; Recognizes opportunities to take action appropriately; Self-starter; Has new ideas and makes suggestions for positive change; Willing to take on new challenges.

	Ineffective	Developing	Effective	Accomplished
Quality of Work/ Initiative	Rarely uses available work time to accomplish assigned tasks. Rarely manages time and prioritizes tasks to the degree necessary to effectively respond to job demands and deadlines.	Inconsistently uses available work time to accomplish assigned tasks. Inconsistently manages time and prioritizes tasks to the degree necessary to effectively respond to job demands and deadlines.	Consistently uses available work time to accomplish assigned tasks. Manages time and prioritizes tasks to the degree necessary to effectively respond to job demands and deadlines.	In addition to using available work time to accomplish assigned tasks and manage time and prioritize tasks effectively, seeks additional work, assists other staff, and anticipates and carries out adjustments.

Standard 4: Dependability/Reliability

Is dependable and trustworthy; Independent worker who requires minimal supervision; Consistently follows through with job responsibilities in a timely fashion; Makes sound decisions and judgment calls; Follows directions; Arrives and leaves on time.

	Ineffective	Developing	Effective	Accomplished
Dependability/ Reliability	Rarely arrives and leaves on time, and has a pattern of missing work. Rarely makes appropriate, independent decisions, and fails to follow directions.	Inconsistently arrives and leaves on time, and has a pattern of missing work. Inconsistently makes appropriate, independent decisions, and occasionally fails to follow directions.	Arrives and leaves on time, and is consistently at work. Consistently makes appropriate, independent decision, and consistently follows directions.	Dependability allows for the occasional assignment of special projects, which require a superior ability to make appropriate, independent decisions and /or follow directions. Independently makes adjustments to regular workload in order to participate in any special assignment or project.

Standard 5: Cooperation/Adaptability

Makes adjustments and changes easily to work assignments and unforeseen circumstances; Readily accepts new or changing conditions; Works effectively in a variety of situations; Works well under stressful conditions; Reacts well to feedback.

	Ineffective	Developing	Effective	Accomplished
Cooperation/ Adaptability	Rarely adjusts constructively to new and unfamiliar situations and procedures, demonstrates flexibility, copes with the unexpected, and responds objectively to constructive feedback.	Inconsistently adjusts constructively to new and unfamiliar situations and procedures, demonstrates flexibility, copes with the unexpected, and responds objectively to constructive feedback.	Consistently adjusts constructively to new and unfamiliar situations and procedures, demonstrates flexibility, copes with the unexpected, and responds objectively to constructive feedback.	In addition to consistently adjusting, being flexible and open to constructive feedback, frequently volunteers to assume additional responsibility when the need arises and /or independently mentors colleagues who have difficulty making adjustment to changes.

Standard 6: Interpersonal Relationships

Works cooperatively with others; Uses tact and diplomacy; Communicates well; Develops good working relationships; Promotes good staff morale; Puts team needs above individual needs; Works positively in solving problems; Acts in a professional manner both at work and in the community.

	Ineffective	Developing	Effective	Accomplished
Interpersonal Relationships	Rarely communicates and relates to students, staff, and/or the public in a tactful, courteous, helpful, cooperative, confidential, and sensitive manner. Unable to function in an environment requiring teamwork with other employees and fails to understand how behavior impacts others.	Inconsistently communicates and relates to students, staff, and/or the public in a tactful, courteous, helpful, cooperative, confidential, and sensitive manner. Inconsistently performs as an active, positive, and contributing member of the team and fails to understand how behavior impacts others.	Consistently communicates and relates to students, staff, and/or the public in a tactful, courteous, helpful, cooperative, confidential, and sensitive manner. Active, positive, and contributing member of the team and is always aware of how behavior impacts others.	In addition to effectively relating to others, openly seeks to build and support a spirit of enthusiasm, harmony, and caring within the organization and /or community through actions or behavior.

Standard 7: Professional Growth

Enhances job performance by participating in learning opportunities; Open to suggestions and makes changes as necessary; Self-reflects; Interested in work and in increasing knowledge and improving skills.

	Ineffective	Developing	Effective	Accomplished
Professional Growth	Rarely strives to improve either knowledge or skills as it relates to the job, and doesn't accept and seek training as job responsibilities change. Rarely applies new knowledge or skills, even when opportunities for growth are undertaken.	Inconsistently attempts to improve either knowledge or skills as it relates to the job and only participates in training if it is required. The employee inconsistently applies new knowledge or skills, even when opportunities for growth are undertaken.	Makes a concerted effort to improve either knowledge or skills as it relates to the job and seeks opportunities for training as job responsibilities change. Consistently applies what has been learned.	In addition to effectively improving and applying knowledge and/or skills, supports the professional growth of others by willingly sharing newly acquired knowledge and skill.

Standard 8: Adherence to Regulations

Demonstrates knowledge of and adheres to rules and expectations.

	Ineffective	Developing	Effective	Accomplished
Adherence to Regulations	Does not demonstrate knowledge of, and /or compliance with the rules, regulations, statutes, policies, agreements, goals, and procedures which directly impact job performance.	Demonstrates only partial knowledge of, and /or compliance with the rules, regulations, statutes, policies, agreements, goals, and procedures which directly impact job performance.	Demonstrates knowledge of, and /or compliance with the rules, regulations, statutes, policies, agreements, goals, and procedures which directly impact job performance.	In addition to demonstrating knowledge and compliance, helps educate colleagues who are lacking in this area.

Standard 9: Safety

Keeps a clean and orderly work area; Adheres to safe work practices; Identifies and corrects unsafe conditions.

	Ineffective	Developing	Effective	Accomplished
Safety	Rarely works in a careful and conscientious manner to avoid on-the-job personal injury and/or injuries to students, staff, and/or the public. Does not report safety concerns to appropriate authority.	Inconsistently works in a careful and conscientious manner to avoid on-the-job personal injury and/or injuries to students, staff, and/or the public. Inconsistently reports safety concerns to appropriate authority.	Works in a careful and conscientious manner to avoid on-the-job personal injury and/or injuries to students, staff, and/or the public. Reports safety concerns to appropriate authority.	In addition to working safely and reporting unsafe conditions, serves on appropriate safety committees established for the purpose of promoting safety in the workplace.

Standard 10: Appearance and Grooming

Grooming and attire is appropriate for position; reflects a neat, clean appearance and safety appropriate to the position.

	Ineffective	Developing	Effective
Appearance and Grooming	Poor appearance and personal hygiene is disruptive, distracting, and/or unsafe for the work environment.	Inconsistent appearance and personal hygiene is disruptive, distracting, and/or unsafe for the work environment.	Appearance and personal hygiene are always appropriate for the work environment.

Standard 11: Confidentiality

Keeps records and information confidential.

	Ineffective	Developing	Effective	Accomplished
Confidentiality	Rarely keeps records and information relating to school, programs, students, colleagues and others confidential, and reveals unnecessary information, or doesn't use a confidential setting.	Inconsistently keeps records and information relating to school, programs, students, colleagues and others confidential, and occasionally reveals unnecessary information, or doesn't use a confidential setting.	Consistently keeps records and information relating to school, programs, students, colleagues and others confidential, only revealing information on an as-needed basis in a confidential setting.	In addition to maintaining confidentiality, openly advocates for confidentiality amongst colleagues.

Professional Growth?

What have you done to show growth in this position (training, further education, etc.)? What more can you do to show growth?

Other Comments

Appendix D

Annual/Probationary Evaluation Form

Goal Achievement

Goal 1

Progress made on goal 1

Goal 2

Progress made on goal 2

Please Rate employee performance using the following rubric:

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Professional Growth?

What has employee done to show growth in this position (training, further education, etc.)? What more can employee do to show growth?

Other Comments

For any domains rated "ineffective" or "Developing", please list activities to be done in order to improve that rating

Suggested Goals for next year

Supervisor Recommendation

- ◇ Continuation of Employment
- ◇ Termination of Employment
- ◇ Other_____

Employee Comments

Appendix E Goal Examples

Educational Assistants

Goal Statement

Keep a log of each student's literacy or IEP progress.

SLSD Standard or duty in job description

Essential Duties: Assists staff with record keeping, copying, filing, grading assignments and taking attendance.

Action Steps and Timeline

- Look at each IEP/Literacy plan
- Create log, and update log after school daily, or catch up on Fridays at 12:30

Measurement

Completed Log on June 1, 2015

Goal Statement

Learn Read Live (Read Naturally) program and teach it on my own.

SLSD Standard or duty in job description

Standard 7: Professional Growth

Action Steps and Timeline

- Read manual by Nov 30th, and complete online tutorial
- Watch Julie's group 3 times
- Begin groups by December 2nd
- Ask principal to observe and give feedback twice during the year

Measurement

Have positive feedback from principal on final observation.
Begin groups by December 2nd.

Goal Statement

Attend all required meetings, check email once a day so that I am aware of expectations and current events and issues.

SLSD Standard or duty in job description

Standard 6: Interpersonal Relationships

Action Steps and Timeline

Schedule a time during day to check email
Put required meetings on my calendar

Measurement

Complete quick self-check on Fridays, put in my folder. I will attend all meetings I am present for, and check email at least 80% of days.

Goal Statement

Learn about the common core so that I can answer questions from parents and community members.

SLSD Standard or duty in job description

Standard 7: Professional Growth

Action Steps and Timeline

- Read resources provided in ODE's CCSS toolkit
- Meet with assigned teacher twice on Wednesdays and ask questions.

Measurement

Complete action steps, and write a summary sheet for my use.

Goal Statement

Learn and use student assessment tool

SLSD Standard or duty in job description

Standard 1: Job Knowledge

Action Steps and Timeline

- Attend training with principal
- Complete online tutorial
- Check in with teacher at least once a month to check my accuracy

Measurement

Be completely accurate the last 4 months of the year

Goal Statement

Support teachers by anticipating needs in classroom, managing behaviors, and assisting with academic needs.

SLSD Standard or duty in job description

Standard 5: Cooperation/Adaptability

Action Steps and Timeline

- Check in with teachers briefly once a week to hear what students are going to learn.
- Quick survey in February

Measurement

3-question survey at end of year for teachers I work with.

Office Managers/Secretaries

Goal Statement

Train new secretary with an emphasis on required online programs and attendance/Truancy

SLSD Standard or duty in job description

Essential Duty #15: Provides direction to other office employees performing clerical and secretarial responsibilities and check work for conformation to office and district policies.

Action Steps and Timeline

- Meet once a week for first trimester
- Coordinate training for online programs and attendance.

Measurement

Secretary is able to perform duties without weekly meetings and daily help by the end of the year.

Goal Statement

Update Blog once a month

SLSD Standard or duty in job description

Essential Duty #3: Coordinates all functions of the school office, including administrative, staff and student activities and communicates this in various ways.

Action Steps and Timeline

- Attend training session with Jesse
- Spend 4 hours to set up blog by November 30th
-

Measurement

Check on blog at end of year to see update dates

Goal Statement

Learn how to use Excel

SLSD Standard or duty in job description

Standard #7: Professional Growth

Action Steps and Timeline

- "Google" how to use Excel and follow advice
- Meet with Office manager 3-4 times to get a tutorial
- Use office manager as a resource when I need help.

Measurement

Create Excel spreadsheets for each month of service January-June.

Food Service

Goal Statement

Learn Mealtime Program on Computer

SLSD Standard or duty in job description

Standard 7: Professional Growth

Action Steps and Timeline

- Observe manager
- Participate in brief training with manager
- Have manager observe me to provide guidance

Measurement

By the end of the year, I will be at the computer for breakfast and lunch for the day, will use mealtime correctly, and will not need assistance as measured by my manager.

Goal Statement

Have excellent/perfect attendance (at least 95%)

SLSD Standard or duty in job description

Essential Duties: Attends work regularly and is punctual (Food Service Assistant)

Action Steps and Timeline

- Keep a calendar of when I am gone to keep track
- Keep medical condition in check (doctor visits, good diet, etc.)

Measurement

I will calculate my attendance percentage at the end of the year.

Goal Statement

Take constructive criticism with a willing attitude

SLSD Standard or duty in job description

Standard 5: Cooperation and adaptability

Makes adjustments and changes easily to work assignments and unforeseen circumstances; Readily accepts new or changing conditions; Works effectively in a variety of situations; Works well under stressful conditions; Reacts well to feedback.

Action Steps and Timeline

- Write down constructive feedback
- Have a few set responses that are respectful to use such as "I will work on that", "Thanks, I'll make that change", etc.
- Don't complain to colleagues about feedback

.Measurement

Earn an Effective or Accomplished rating in Standard 5 as measured by my kitchen manager.

Goal Statement

Serve 90% of lunches on time

SLSD Standard or duty in job description

Standard 3: Quantity of Work/Initiative

Efficient; Manages and Prioritizes tasks; Recognizes opportunities to take action appropriately; Self-starter; Has new ideas and makes suggestions for positive change; Willing to take on new challenges.

Action Steps and Timeline

- Make tracking sheet
- Make time schedule and keep to it so lunch is prepared on time

Measurement

Keep track of service time daily and record on clipboard

Transportation

Goal Statement

I will use appropriate language (void of sarcasm, swearing, etc.) with students and fellow staff members.

SLSD Standard or duty in job description

Essential Duties: Interacts thoughtfully and courteously with students, staff and parents and resolves conflict in a professional manner.

Action Steps and Timeline

- Make a sign to remind me (and everyone else) to be professional
- Beads on keychain as reminder
- Write down 5-10 words/phrases that I regularly use that I will avoid at work.

Measurement

No Complaints about my language.
Feedback from supervisor

Goal Statement

I will pull out, and approach stops slowly and cautiously.

SLSD Standard or duty in job description

Job Description: The Bus Driver works under limited supervision to ensure safe and comfortable transportation for District students

Action Steps and Timeline

- Ask for Feedback about this from trainer/other adult when on bus.
- Place a reminder (sticky) on my dashboard.

Measurement

Evaluation on 3-5 ride-alongs with particular feedback on this.
Feedback from supervisor from morning observations

Goal Statement

I will manage students on bus to limit misbehavior and inappropriate noise levels.

SLSD Standard or duty in job description

Job Description: Interacts thoughtfully and courteously with students, staff and parents and resolves conflict in a professional manner.

Action Steps and Timeline

- Recognize positive behavior
- Reminders about expectations daily for first 2 weeks and as needed
- Use front seats as necessary

- Use referrals appropriately to correct misbehavior

Measurement

Appropriateness of referrals as measured by supervisor
No more than 1 minor complaint from parents/principals.
Feedback from ride-alongs

Custodial Maintenance

Goal Statement

Learn how to strip and wax floors

SLSD Standard or duty in job description

Standard 7: Professional Growth

Action Steps and Timeline

- Training with existing staff/vendor

Measurement

Lead/Maintenance supervisor will check all floor projects and rate performance.

Goal Statement

Building Maintenance electricians license/boiler classification/small water systems training/asbestos abatement training, etc.

SLSD Standard or duty in job description

Standard 7: Professional Growth

Action Steps and Timeline

- Complete training

Measurement

Pass test and demonstrate proficiency with Matt

Technology

Goal Statement

I will attend 4 classes this year pertaining to my duties that will help me to learn my job.

SLSD Standard or duty in job description

Essential Duties: Grows knowledge base through ongoing professional development.

Action Steps and Timeline

- Enroll in and attend 3-day network course in Eugene (November)
- Enroll in and attend 1-day training on wireless systems (March)

Measurement

Attendance at trainings

Increased knowledge as measured by at least a "3" (effective) rating in Quality and Quantity of work on my evaluation.

Goal Statement

Resolve Technology issues effectively in a timeline manner

SLSD Standard or duty in job description

Standard 3: Quantity of Work/Initiative

Action Steps and Timeline

- Organize issues to resolve daily
- Monitor email regularly
- Ask for help on issues I don't know how to handle so I can handle them more quickly the next time I have that issue.

Measurement

80% of issues resolved within 24 hours as measured by a report at the end of the year.

Appendix F

Perform help

Website Address: <https://slane.tedk12.com/perform/login.aspx>

- Log in:
 - User Name: first.last (insert your first and last name)
 - Password: Aloha123!
- Click on "My Folder" at the top of the webpage (the example below is already in "my folder").
- Find the form you need to fill out, and click "go to form" on the far right.
 - Fill out the form, and click "save and submit" (not seen below)
- Note the "due date" to the left of the "go to form" button
- When a form has gone to your supervisor, and is ready for you to sign electronically, click on the "signatures" button at the top of the page to sign. If there is a signature needed, there will be a small red number on that button (and you will receive an email notification).

The screenshot shows the TalentEd Perform user interface. At the top, there is a navigation bar with 'MY FOLDER' and 'SIGNATURES' buttons. Below this is a 'Tasks' section with a dropdown for 'School Year' set to '2014/2015'. A table lists 'Incomplete Tasks' with columns for '#', 'Task', 'Process', 'Scheduled', 'Due', and 'Results 1-4 of 4'. The table contains four rows of tasks, each with a 'GO TO FORM' button. Callout boxes point to various elements: 'Look at forms already completed this year' points to the 'Tasks' tab; 'Change your password' points to the 'Profile' tab; 'Find your tasks (forms)' points to the 'MY FOLDER' button; 'Find forms needing signature' points to the 'SIGNATURES' button; 'Look at forms from previous years' points to the 'School Year' dropdown; 'Go to forms' points to the 'GO TO FORM' buttons; and 'Due Dates' points to the 'Due' column in the table.

#	Task	Process	Scheduled	Due	Results 1-4 of 4
1	Classified Employee Goals *	Classified Process		10/15/2014	GO TO FORM
2	Intent To Return *	Classified Process		01/31/2015	GO TO FORM
3	Classified Employee Goals Mid Year Check-in *	Classified Process		02/28/2015	GO TO FORM
4	Classified Employee Self Evaluation Form *	Classified Process			GO TO FORM

* Denotes Required Task
i Completed forms and tasks can be found in the History tab
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