



**CLASSIFIED PROFESSIONAL  
GROWTH AND EVALUATION  
HANDBOOK**

# INTRODUCTION

The North Clackamas School District understands the fundamental purposes of employee evaluation to be improving performance and documenting accountability. Formative in nature and suggesting the need for continuous professional growth, the performance component links personal growth with helping employees learn about, reflect on, and improve their individual practice. Viewed as summative and relating to a judgment of effectiveness, the accountability component reflects a significant commitment to the goals of professional competence and performance quality. The Classified Professional Growth and Evaluation Handbook explains the evaluation process, outlines new performance standards directly aligned with training efforts, and establishes a plan to continually improve the quality of work. The program serves both as an evaluation tool and also as an incentive toward improved job-related skills for classified employees.

## DISTRICT VISION STATEMENT

We build relationships with students to honor their cultural heritage, foster their physical, social and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career.

## DISTRICT MISSION STATEMENT

Inspiring graduates who are empowered to act with courage in life and to strengthen local and global communities.

## EQUITY FOCUS

North Clackamas School District is committed to examining and improving our system by affirming students' many identities while building inclusive, barrier free schools and workplaces.

## DEFINITIONS

Standards: District expectations which form the basis of supervision and evaluation of the performance of probationary and permanent classified employees.

Indicator: Meant to define and delineate each standard, illuminate a continuum of performance within each statement, and present a framework for examining job-related practice.

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

Professional Growth Rubric: A grid on which classified employees and supervising unit managers can identify the current and target levels of performance.

Performance Evaluation: Completed biennially (every two years) for all employees; completed at the end of the six month probationary period, as well as at the end of the first year for probationary employees.

Levels of Performance: Described as Unsatisfactory, Developing, Proficient and Exceeds. These levels indicate the performance of classified employees ranging from those who are striving to master the rudiments of the job to those who are highly accomplished professionals who are able to share their expertise with colleagues.

Note: The term "unit manager" denotes the person responsible for the evaluation of employees within their department, unit, or building. The term "employee" refers to all classified staff who are not evaluators.

## **RESPONSIBILITY FOR IMPLEMENTATION**

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### **Staff**

Each classified employee will receive the Classified Professional Growth and Evaluation Handbook either when hired or by the end of their first month of employment. It is the responsibility of each employee to read the Handbook and address any concerns to their unit manager, building representative, or association leadership. Each employee is responsible for developing performance goals, pursuing professional development and completing the biennial self-evaluation. All employees are responsible for following and completing the evaluation process as outlined in this Professional Growth and Evaluation Handbook specific to their employment status.

### **Association**

Working with the unit managers, it is the association's responsibility to inform classified employees of specific contract language regarding evaluation and professional growth. The association will inform employees of their rights and responsibilities, and be available through its representatives to answer questions.

### **Unit Manager**

The unit manager will complete employee evaluations in accordance with the guidelines specified in the Professional Growth and Evaluation Handbook and specific to the employee's employment status. Unit managers will tell probationary employees when their three and six month evaluations are due and will be available to assist new employees with establishing their performance goals. Unit managers will specifically refer to the Standards and the descriptive language of the Professional Growth Rubric when writing an evaluation. In subsequent years, the Standards will be referred to during the initial meeting of the year with the employee. Unit managers evaluating employees who are placed in school buildings are encouraged to communicate with building administrators during the course of an evaluation cycle.

### **Human Resources Office**

The Human Resources staff will provide funds and materials to produce, print, and distribute the Classified Professional Growth and Evaluation Handbook. The Human Resource office is available to provide in-service training for unit managers and employees regarding their roles and responsibilities.

### **School Board**

The School Board will monitor the professional growth program in the spirit of improving staff effectiveness related to the District's vision, mission, and goals.

## **LEVELS OF PERFORMANCE**

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These four levels of performance assist the employee and unit manager in gauging performance progress. Employees are encouraged to seek progress across the Professional Growth Rubric.

### **Unsatisfactory**

The employee's performance is insufficient to meet the standards. Performance is unacceptable at this level.

### **Developing**

The employee performs inconsistently but has a basic understanding of the standards. The employee requires close supervision and needs to improve to meet all standards consistently.

### **Proficient**

The employee clearly understands the concepts of the standards and consistently demonstrates their understanding as evident through their work performance. The terms "regularly," "often," and "is evident" are words that describe a staff member's performance at the proficient level.

### **Exceeds**

Consistently surpasses standards as evident through their work performance.

## **PERFORMANCE GOALS**

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### **GOAL CRITERIA**

1. Performance goals are designed to encourage professional growth and improve job skills and job performance.
2. The unit manager will approve all performance goals.
3. Progress toward meeting one's performance goals will be considered during evaluations.
4. Performance goals will pertain to some aspect of one's job responsibilities and/or professional growth.
5. Performance goals will pertain to the Standards and Indicators.
6. Performance goals should be written so progress can be measured and within the limits of what the employee can control.
7. Voluntary training will be available to assist employees in writing performance goals.

### **GUIDELINES**

Permanent employees will be required to annually develop (2) performance goals as part of either the Informal Evaluation or Formal Performance Evaluation, and track their progress toward the goals. Goals may be established by the unit manager and in some cases, the unit manager will prescribe performance goals based on areas of concerns or a shift in job responsibilities.

#### **Goal Development - Unit Manager and Employee:**

Goals are developed based on the growth areas established during the previous evaluation cycle. Employees should refer to the most recent Formal Performance Evaluation or Informal Evaluation. Goal development will be documented on the Performance Goals form, completed by the employee.

#### **Goal Meeting - Unit Manager and Employee**

The employee and unit manager will meet to discuss the completed Performance Goals form, and make any final revisions. The Unit Manager will provide a copy of the completed/signed form to the employee and retain the original in the employee supervisory file. Unit managers are responsible for forwarding this document to Human Resources with all the final evaluation documents at the end of the evaluation period (June 15).

#### **End of Year Goals Assessment - Employee**

Employees will reflect on their progress toward meeting their performance goals by completing the End of Year Goals Assessment (EYGA) form to document progress. Specific examples and/or objective data and documentation supporting progress towards a goal are strongly recommended. Documentation may include but it is not limited to: materials developed, training dates, job logs, and production data. The completed EYGA form, with associated documentation should be submitted to the unit manager by May 15, for the evaluation conference.

#### **End of Year Goal Assessment Meeting - Unit Manager and Employee**

Progress toward or achievement of performance goals will be evaluated by the unit manager and documented on the EYGA form in the Unit Manager section. Evaluation will be based in part on the progress made toward meeting the performance goals and in conjunction with the Informal or Formal Classified Evaluation and other information and professional opinions of the unit manager. A copy of the completed/signed form will be given to the employee. Unit managers are responsible for forwarding this document to Human Resources with all final evaluation documents at the end of the evaluation period (June 15).

## INFORMAL EVALUATION

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All classified employees are required to complete an Informal Performance Evaluation every other year. The Informal Evaluation form must be completed by the employee and submitted to the employee's evaluating supervisor prior to the evaluation conference, by May 15. Completing the Informal Evaluation encourages each employee to examine the professional growth rubric (Standards) to determine areas of professional/job related growth and to plan for new challenges and opportunities. The unit manager will meet with the employee and provide feedback in the Unit Manger section of the employee's Informal Evaluation. The completed Informal Evaluation will be part of the employee's permanent file.

### DIRECTIONS FOR EMPLOYEES AND UNIT MANAGERS

1. **Employee** reads and reviews the Standards and Indicators as applicable to your position.
2. **Employee** reads and reviews the Levels of Performance.
3. **Employee** completes the Informal Evaluation form by marking with an "x" or a checkmark your Level of Performance (Unsatisfactory, Developing, Proficient, Exceeds) for each of the Indicators.
4. **Employee** completes the End of Year Goals Assessment (EYGA) form to document how performance goals have been met during the evaluation period. Documentation towards goal attainment should be shared with the unit manager at the time of the evaluation conference.
5. **Employee** submits completed Informal (Self) Evaluation form and EYGA form to the evaluation unit manager prior to the evaluation meeting, by May 15.
6. **Employee and Unit Manager** meet for Evaluation Conference:
  - a. **Unit Manager** provides feedback in the Unit Manager sections of the Informal Evaluation form and EYGA form.
  - b. **Employee and Unit Manager** sign and date the forms.
  - c. **Unit Manager** submits the completed Informal Performance Evaluation form to Human Resources, along with the Performance Goals forms, and the End of Year Goals Assessment form by June 30.

## FORMAL PERFORMANCE EVALUATION

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All classified employees will be formally evaluated by their unit manager every other year, unless the unit manager determines a formal process is appropriate for the consecutive year. The Formal Performance Evaluation form must be completed by the unit manager and shared with the employee at the evaluation conference.

**Probationary Employees:** Probationary employees are not required to develop goals during the probationary year. Unit managers will note the end of the probationary period for new employees and inform the probationary employee the date of their six-month evaluation. The Formal Performance Evaluation form will be completed and shared with the employee prior to the end of the probationary period. Probationary employees who meet the requirements of the Standards and Workplace Expectations will earn permanent status following their six-month probationary period. Probationary employees will remain on a Formal evaluation cycle following their probationary period.

**Note:** Absences that are part of legally-protected leaves may not have a negative impact on the employee's evaluation. Employees on legally-protected leaves may only be evaluated on work performance during actual time worked.

### **DIRECTIONS FOR UNIT MANAGERS**

1. Read and review the Standards and Indicators.
2. Read and review the Levels of Performance.
3. Review observations and work performance of the employee.
4. Review the employee's previous year's Informal Evaluation form, and Performance Goals established at the beginning of the year.
5. Complete the demographic data at the top of the Classified Performance Evaluation form being sure to indicate the employee's employment status.
6. Complete the Classified Performance Evaluation form by marking with an "x" or a checkmark the Level of Performance (Unsatisfactory, Developing, Proficient, Exceeds) for each Indicator.
7. By May 15, obtain the End of the Year Assessment form (EYGA) from employees and schedule an evaluation conference meeting.
8. Evaluation Conference:
  - a. Discuss progress, or lack of progress, the employee has made toward their individual Classified Performance Goal(s). Look for specific examples and/or objective data that supports or refutes this progress. Ask employees for any documentation indicating how performance goals have been met during the evaluation period.
  - b. Document your assessment of the goals on the EYGA form.
  - c. *Optional:* Review the employee's new goal for the next evaluation period. If the employee requires direction or assistance in developing an appropriate goal, offer them assistance with writing a goal or goals. Unit managers may write a goal for the employee as a replacement for an existing goal or in addition to the goal(s) written by the employee.
  - d. Review the evaluation form including anecdotal comments, concerns and other pertinent information with the employee.
  - e. Offer the employee an opportunity to provide written feedback and attach any feedback to the evaluation form.
  - f. Sign and date the form. Remind the employee that their signature signifies reading the material to be filed and does not necessarily indicate agreement with its content.
9. Submit the completed Formal Performance Evaluation form to Human Resources, along with the Performance Goals form, and the End of Year Assessment form, by June 30.
  - a. Provide a copy of the completed and signed form to the employee.
  - b. Keep a copy of the form for your working file.

## WORKPLACE EXPECTATIONS

The following are expectations of NCS D for all employees. Failure to comply with these requirements will be cause for disciplinary action up to and including dismissal.

Expectation	Meets	Does not Meet*
<b>Attendance and Punctuality:</b> The employee has regular attendance at work and work activities. Works their full work schedule and work calendar and is punctual in meeting deadlines, attending meetings, following schedules, and responding to communications.		
<b>Personal Appearance:</b> The employee is dressed and groomed in a neat, clean, appropriate and professional manner for the assignment and work setting.		
<b>Confidentiality:</b> The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.		
<b>Following policies and directives:</b> The employee follows all district policies, rules, regulations, memos, bulletins, announcements, applicable job descriptions and reasonable requests by proper authorities.		
<b>Setting appropriate boundaries with students:</b> The employee maintains professional boundaries in relationships with students, staff, and families including the use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking and internet sites.		
<b>Collaboration:</b> The employee maintains relationships with other staff members that are characterized by mutual support, collaboration, and respect and that build a school culture that creates a welcoming and inclusive environment focused on student learning.		
<b>Appropriate use of technology:</b> The employee uses the internet, email, and electronic communication in compliance with North Clackamas School District Acceptable Use Policy and Administrative Rules.		
<b>Personal Conduct:</b> The employee will not engage in conduct detrimental to the District or its personnel. All classified employees will meet standards for competent employees.		

\*Requires supervisor-directed goal to improve to “meets”.