RSU5 Administrative Secretary and Office Secretary Evaluation Handbook

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Administrative Secretary/Office Secretary Evaluation Procedures

New Employees and Start of School Year

1. Upon employment, each support staff employee shall receive a copy of their current job description (on the RSU5 website), the evaluation rubric (on RSU5 website) and a copy of the collective bargaining agreement (on RSU5 website). All new support staff are on a period of probation for one year from the date of hire. (Article 4, CBA with support staff)
2. At the beginning of each school year, an administrator will meet with all new support staff to review the evaluation process.

Timeline

August/September	By February 15	By March 15	Prior to the last day of School
New employees will meet with their evaluator to review the evaluation process and set goals.	Employees complete self-evaluation.	Administrative Secretary/Office Secretary shall be evaluated by their administrator. A copy of the evaluation shall be provided to the employee. Goals will be set collaboratively for the following year between the evaluator and the employee.	Letters of Reasonable Assurance are sent to those employees who want to return.

Name: _____ School: _____ Date: _____
Position: _____ Supervisor: _____
Evaluated by: _____

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

Overall rating: _____
Comments:

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

Overall rating: _____

Comments:

Professional Responsibilities				
	Highly Effective 4	**Effective 3**	**Improvement Needed 2**	**Does Not Meet Standards 1**
Confidentiality/ Judgment	Is ethical and forthright, models impeccable judgment and holds others accountable. Maintains confidentiality with student, staff and other school information.	Is ethical and forthright, uses good judgment and maintains confidentiality with student, staff and other school information.	Sometimes uses questionable judgment, and/ or discloses with student, staff and other school information.	Is frequently unethical, dishonest, and/or uses poor judgment and/or discloses student, staff and other school information.
Professional Growth	Frequently seeks out effective ideas from colleagues, workshops, and other sources and implements them well.	Participates in professional learning with colleagues and other sources and implements them well.	Can occasionally be persuaded to try out new practices or utilizes new learning inconsistently.	Is not open to new ideas for improving performance.
Safety Responsibilities	Stays current and follows all health and safety procedures in an organized, efficient and dependable manner, and collaborates with others to ensure roles can be covered and supported.	Stays current and follows all health and safety procedures in an organized, efficient and dependable manner.	Inconsistently follows all health and safety procedures.	Does not follow all health and safety procedures.

Overall rating: _____
Comments:

Summative Evaluation Worksheet Page

Name: _____ **School Year: _____**

Evaluator: _____ **Position/School:_____**

RATINGS ON INDIVIDUAL RUBRICS:

Competencies

Highly Effective Effective Improvement Needed Does Not Meet Standard

Work Skills and Habits

Highly Effective Effective Improvement Needed Does Not Meet Standard

Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standard

Overall Rating

Overall Areas of Strength:

Overall Areas for Growth:

Professional Growth Goals for the upcoming year:

Directed Growth Plan needed: ☐ yes ☐ no
Employee Comments:

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

Employee Signature: _____ Evaluator Signature: _____

Directed Growth Plan:

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

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

This plan will include:

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

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

Directed Growth Plan

Name :_____ Building_____

*Specific Measurable Goals **	*Action Steps (Provide Details)*	*Resources*	*Timeline for Completion*	*Evidence*

*Linked to Rubrics

Employee Comments:

Administrator Comments:

Employee Signature _____ Date: _____

Administrator Signature _____ Date: _____

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