

BIGFORK SCHOOL DISTRICT NO. 38

Classified Evaluation Instrument Process and Description

The purpose of the Evaluation Review is to provide each employee with the opportunity to periodically discuss job performance and progress with the supervisor. This evaluation review is to aid both the employee and the supervisor to clarify job responsibilities and to plan performance objectives for the future. The evaluation process aids the supervisor in training, developing and motivating the employee to (1) improve each employee's understanding of his/her job; (2) encourage each employee's development for better job performance; (3) aid the administration in the selection, assignment, retention and promotion process; and (4) provide safeguards of objectivity and fairness in performance evaluations.

DEFINITIONS OF EMPLOYEE PERFORMANCE FACTORS

The performance factors used to evaluate Classified employees are listed below, along with a brief description of each factor. Factors should be rated in relation to the employee's duties and responsibilities, as outlined on the job description. The degree of importance for each factor will vary according to the requirements of each job.

GENERAL PERFORMANCE FACTORS

1. **Observance of Work Hours**
Punctuality in reporting to or leaving a duty section in accordance with the prescribed schedule. Is the employee conscientious about assigned work hours and appointed schedules?
2. **Attendance**
Absence from duty for any reason which is not legally protected and is excessive or disruptive, Is there a pattern of sick leave use? Have continued absences been costly to the District or harmful to the morale of co-workers?
3. **Grooming and Dress**
Appropriate dress and standards of good grooming in accordance with position held. Does the employee meet appropriate standards of dress commensurate with the level of public, employee or pupil contact?
4. **Compliance With Rules**
Employee conformity with all applicable established rules. Does the employee consistently comply with policies, procedures, rules and regulations? Does employee's dress/grooming meet health/safety requirements of the job.
5. **Safety Practices**
Practices which assure safety of students, employees or the general public. These practices may reflect specific supervisory directives or simple forethought for potential dangerous conditions and the use of common sense. Is good judgment used by the employee as it relates to safety? Does the employee observe all required safety measures?
6. **Public Contacts**
Public contacts made through personal or telephone conversation, correspondence and day-to-day appearances before the public. Does the employee demonstrate a helpful, cheerful and friendly manner to children and adults? Is the employee courteous and positive?
7. **Pupil Contacts**
Appropriate behavior around students. Does the employee observe rules of behavior related to contact with students? Are students treated with respect and courtesy?
8. **Employee Contacts**
Interaction among employees. Does the employee work cooperatively with others and treat others with respect and courtesy?
9. **Accepts Direction**
Acceptance of supervision, training and instruction. Does the employee inhibit progress or cause inefficiencies by not following directions?
10. **Cooperation**

- The manner in which the employee works with others. Does the employee work as part of a team?
- 11 **Knowledge of Work**
Information concerning work duties which an individual should know for satisfactory job performance. Is the employee keeping up-to-date with changes related to the position ?
- 12 **Planning and Organization**
Method in which an employee approaches assigned duties. Does the employee plan and organize tasks to achieve the desired results as efficiently as possible?
- 13 **Job Skill Level**
Mental and/or manual skills required for the position. Does the employee exhibit required skills? Are efforts made to improve basic skill levels?
14. **Quality of Work**
Degree of excellence of the work performed. In rating this factor, attention should be paid to the consequences of poor quality of work. Is the employee neat, accurate, thorough?
- 15 **Volume of Acceptable Work**
Amount of work required to meet job standards. Does the employee consistently accomplish an acceptable volume of work?
- 16 **Meeting Deadlines**
Completion of assigned work by the established deadline. When deadlines were not met, did the employee provide timely notice and make an honest attempt to meet deadlines?
- 17 **Accepts Responsibility**
Degree of willingness exhibited when assigned appropriate responsibility and the manner in which the responsibility is carried out. Does the employee demonstrate a willingness to assume and carry out assigned jobs and to be accountable for the results?
- 18 **Initiative**
The ability to find new or better ways of performing work-related tasks. Does the employee complete tasks without prompting or direction from others?
19. **Works Independently**
Work habits which identify the ability to work without control by others. Does the employee possess self-governing attributes?
20. **Accepts Change**
Adaptability and flexibility. Does the employee inhibit progress or cause inefficiencies by resisting change? Does the employee adapt to new work surroundings, new equipment, new procedures, new fellow employees or new supervisors?
- 21 **Effectiveness Under Work Stress**
Ability to cope with pressure and a work tempo that is consistently demanding. Can employee produce an acceptable volume and quality of work in an emergency?
- 22 **Operation and Care of Equipment**
Responsibility for effective and economical use, operation, maintenance, safeguarding and storage of machinery or equipment to include supplies and materials. Does the employee show concern with equipment conservation and request appropriate maintenance and repair of equipment when necessary?
- 23 **Work Coordination**
Work which directly or indirectly involves other employees, sections, schools, departments or divisions. Does the employee effectively coordinate work when necessary?
- 24 **Maintains Student Confidentiality**
Control of confidential information, whether written or oral. Does the employee adequately protect confidential information?

ADDITIONAL FACTORS FOR SECRETARIAL/CLERICAL EMPLOYEES

- 25 **Secretarial/Clerical Skills**
Skills needed to perform the secretarial/clerical duties of the position. Does the employee maintain and upgrade as required skills to perform effectively and efficiently in the position?
26. **Maintains Administrative Confidentiality**
Control of confidential information, whether written or oral. Does the employee adequately protect confidential information?
- 27 **Tact and Diplomacy**
Skill in handling affairs without arousing hostility. Does the employee exhibit the necessary skills to handle sensitive issues with understanding, poise and perception?

PERFORMANCE FACTORS FOR SUPERVISORY PERSONNEL

28. **Planning and Organizing**
Planning work schedules and distributing the work load equitably to utilize other employees' time to best advantage of the District. Does the employee analyze and implement efficient work procedures?
29. **Training and Instruction**
Planning and implementing an orientation and training program for employees. Does the supervisor provide for correction of any technical skill deficiencies for new employees and for ongoing training of all regular employees in new methods and procedures?
30. **Productivity**
Results achieved by the supervisor and subordinates. Are the quality and quantity of work produced by the supervisor and staff up to standard?
31. **Evaluate Skills**
Effective and accurate performance evaluation of subordinates using approved District procedures. Are evaluations positive contributions to employee development? Does the supervisor indicate how an employee's work performance may be improved when improvement is needed?
32. **Judgments and Decisions**
Practical exercise of authority and responsibility. Does the supervisor exhibit firmness and fairness in judgments affecting employees?
33. **Leadership**
Responsibility of the supervisor to guide, influence, motivate, train, develop and direct the work of subordinates. Is there a team cooperativeness and willingness to complete work by collective effort? Does the supervisor's leadership create a positive atmosphere?
34. **Operational Economy**
Conservation of time and material. Does not exceed allocated budget. Is the supervisor able to identify economical and uneconomical procedures and methods and recommend changes in policies and procedures accordingly?
35. **Supervisory Ability**
Competency in overseeing work performed by others. Do subordinates have a clear understanding of responsibilities and performance expectations? Does the supervisor enforce performance standards consistently?
36. **Equity and Equality**
Treatment of all employees in a fair and consistent manner. Does the supervisor treat all subordinates in an equitable manner regardless of age, ethnicity, religion, handicap or gender? Does the supervisor establish an expectation of equity and tolerance among subordinates?
37. **Adaptability**
The ability and willingness to adjust to changing circumstances. Is the supervisor flexible and able to solve problems? Does the supervisor attempt to resolve problems at the lowest possible level?

EVALUATION STANDARDS

Evaluators should refer to the following standards to determine the appropriate evaluation rating to be used.

1 = Not Satisfactory

A rating of 1 on any factor is considered unsatisfactory performance below minimum job requirements and constitutes grounds for dismissal. The Administrator/Supervisor may recommend dismissal or develop an improvement plan requiring immediate correction of deficiencies.

2 = Meets Minimum Standards But Requires Improvement

A rating of 2 on one or two factors requires the development of an improvement plan. Three or more 2 ratings is considered unsatisfactory performance below minimum job requirements and constitutes grounds for dismissal. The Administrator/Supervisor may recommend dismissal or develop an improvement plan requiring immediate correction of deficiencies (3 or more 2 ratings).

3 = Meets Competent Standards

Denotes performance demonstrated at a competent level and in a consistent manner.

4 = Exceeds Standards

Performance greatly exceeds job requirements and is above standards that indicate satisfactory performance. Superior performance and job strengths should be specified in Section A.

5 = Not Applicable

Performance in this area has not been observed; or, this factor is not applicable to the duties and responsibilities of the position.

*FAILURE OF EMPLOYEE TO MEET THE REQUIREMENT OF AN IMPROVEMENT PLAN MAY RESULT IN DISMISSAL

IMPROVEMENT PLAN

The improvement plan, at a minimum, shall include the following:

1. A description of the performance deficiency
2. The steps necessary for employee to correct the deficiency
3. Support provided for correction, i.e., training, consultation, etc.
4. Timeline for corrections of deficiencies

**BIGFORK SCHOOL DISTRICT NO. 38
CLASSIFIED PERSONNEL EVALUATION INSTRUMENT
FOR YEAR 2006-2007**

<input type="checkbox"/> Probationary	<input type="checkbox"/> Annual	<input type="checkbox"/> Other	<input type="checkbox"/> Date _____
School/Department: _____		Position/Title: _____	
Name: _____			

1=Not Satisfactory 2= Meets Minimum Standards But Requires Improvement 3= Meets Standards
4=Exceeds Standards 5=Not Applicable

1	2	3	4	5	Factor Check list (Immediate supervisor must check each factor in the appropriate column.) Checks in Column one MUST be explained in section B. See Definitions of employee Performance Factors
					1. Observance of work hours
					2. Attendance
					3. Grooming and dress
					4. Compliance with rules
					5. Safety practices
					6. Public contacts
					7. Pupil contacts
					8. Employee contacts
					9. Accepts direction
					10. Cooperation
					11. Knowledge of work
					12. Planning and Organization
					13. Job skill level
					14. Quality of work
					15. Volume of acceptable work
					16. Meeting deadlines
					17. Accepts responsibility
					18. Initiative
					19. Works independently
					20. Accepts Change
					21. Effectiveness under work stress
					22. Operation and care of equipment
					23. Work coordination
					24. Maintains student confidentiality

Additional Factors for Secretarial/Clerical

1	2	3	4	5	Factor Check list
					25. Secretarial/ Clerical Skills
					26. Maintains admin confidentiality
					27. Tact and diplomacy

Additional Factors for Supervisor

					28. Planning and organizing
					29. Training and instruction
					30. Productivity
					31. Evaluative skills
					32. Judgments and decisions
					33. Leadership
					34. Operational economy
					35. Supervisory ability
					36. Equity and equality
					37. Adaptability

Section A: Record job strengths and superior performances
Section B: Specify work performance deficiencies or the behavior requiring improvement or correction. Explain Checks in Column 1 &/or 2.
Section C: Record Specific GOALS or IMPROVEMENT PROGRAMS to be undertaken during the next evaluation period.
Section D: Overall Evaluation: <input type="checkbox"/> 1=Not satisfactory <input type="checkbox"/> 2=Meets minimum standards <input type="checkbox"/> 3=Meets standards <input type="checkbox"/> 4=Exceeds standards
Section E: Recommendation for Continued Employment: <input type="checkbox"/> YES <input type="checkbox"/> YES (with improvement plan) <input type="checkbox"/> NO

Employee's Signature

Date

Employee shall sign the evaluation indicating he/she has read it. The signature does not indicate agreement with its content.

Administrator/Supervisor's Signature

Date

Administrator Review

Date