



Classified Evaluation Handbook

Introduction

To support the mission and vision of the Gresham Barlow School District, the classified evaluation process is a means to increase each employee's skill set, create a more effective operation, reinforce productive communication between the employee and the supervisor, and provide a forum to discuss an employee's professional growth.

The Evaluation Handbook for Classified Employees explains the evaluation process, outlines the 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 professional growth on job-related skills for classified employees. Properly conducted, an employee evaluation should enhance the employee's commitment to better serve the District.

Evaluation Handbook Committee

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STANDARDS

The indicators that identify the aspect of each employee's work are organized into four domains: Planning and Organizing, Communication and Interpersonal Skills, Job Performance, and Professionalism/Follows District Policies and Safety Procedures. District workplace expectations are also weaved into these domains and are not listed separately.

PERFORMANCE LEVELS

Each indicator within the four domains is evaluated using four performance levels: Unsatisfactory, Developing, Proficient, and Exceptional.

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

Developing: The employee is beginning to develop a basic understanding of the standards. Improvement is needed to meet the standard consistently.

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

Exceptional: Consistently surpasses standards as evident through work performance.

DEFINITIONS

Self-Assessment: Completed by October 31 for returning employees and within the first 30 days of employment for new employees. This assessment will be used solely for self-reflection of your own work and for goal setting. It will not be used for summative evaluation.

Framework: A description of each of the performance standards and its components on which supervisors can identify the current levels of performance and target areas for professional growth levels of performance. Levels of performance are presented for each component.

Four Domains: Four district expectations which form the basis of supervision and evaluation of the performance of probationary and permanent classified employees.

Components: Defines the specifics in each domain and presents a framework for examining job-related practice.

Levels of Performance: Described as Unsatisfactory, Developing, Proficient, and Exceptional. 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.

SMART Goals: Short-range annual goal(s) pertaining to one's job responsibilities and/or professional growth, intended to enhance job performance and professional growth.

Classified Performance Goal(s) Plan: The form completed every year by each employee following the SMART goal format. This form is required of all employees and identifies at least one goal that the employee will focus on to improve performance based on the domains and to grow professionally.

Supervisor: The person responsible for the evaluation of employees within his/her department, unit, or building. The supervisor must be an employee who is not in a bargaining unit.

Performance Evaluation: Completed every other year for all employees; completed within first 90 work days of the probationary period for new employees and again by the end of the first year of employment.

Input for Evaluation: Evaluation of performance should include input from a variety of sources if possible, including:

- Information regarding accomplishment or progress on goal achievement
- Observational data by teachers, co-workers and supervisors
- Attendance data
- Awards, commendations, and other recognition
- Safety records
- Products of employee's work
- Concerns/complaints
- Progress/results of a plan of assistance
- Professional development, coursework, workshops, continuing education records

Evaluation Conference: The conference between the supervisor and the employee to discuss performance based on the domains and the goal(s). The employees should be prepared to share performance progress they believe they have demonstrated. The supervisor will share the performance evaluation.

Improvement Cycle

Should a classified employee continue to exhibit *Unsatisfactory* and/or *Developing* performance in one or more of the areas noted on the Classified Evaluation Rubric, the supervisor will provide the individual with more direct supervision.

The employee shall be informed of the unsatisfactory behavior or performance by the supervisor and given an opportunity to correct the deficiencies. The supervisor will complete a review of the evaluation rubric (performance review) in the areas of concern with the employee. Observational/performance data will be collected and reviewed as part of this process.

If the member continues to exhibit *Unsatisfactory* and/or *Developing* performance in one or more areas, the supervisor will provide the member with more direct supervision in the form of a plan of assistance. Any plan of assistance will include the following information:

1. Identified deficiencies (with specific examples)
2. Expected standards to be met
3. Resources/assistance that are deemed appropriate by the supervisor(s)
4. Timelines for improvement to occur
5. Consequences for the failure to successfully complete the plan
6. The person(s) serving as the supervisor

Plans of assistance will become part of an employee's evaluation record and placed in their personnel file.

The District may decide to discharge the employee if the plan of assistance is not successfully completed. The employee has the right to appeal to the superintendent for reconsideration of a decision to discharge.

These procedures shall not limit any contractual right an employee possesses through the negotiated agreement. The Association will be informed when an employee is to be placed on a plan of assistance and a representative may (at the employee's request) attend any meeting related to the plan at which the attendance of the employee is required.

PERFORMANCE GOALS

Goal Criteria

1. Performance goals are designed to encourage professional growth and improve job skills and job performance.
2. Performance goals will be developed collaboratively between the employee and their supervisor. The supervisor will assess all performance goals and may adjust goals to meet specific needs.
3. Performance toward meeting performance goals will be considered during evaluations.
4. Performance goals will pertain to specific area(s) of the employee's job responsibilities, professional growth, and the Domains of Professional Practice.
5. Performance goals will be written in the SMART goal format.
6. Training will be available to assist employees in writing performance goals.

Guidelines for Employees

In advance of each evaluation meeting, the district encourages employees to reflect on their progress toward meeting their performance goals. Specific examples and/or objective data and documentation supporting progress should be obtained by the employee prior to the evaluation meeting.

For all permanent employees, they will be required to develop performance goals. A meeting will be completed within the evaluation timeline to establish the performance goals.

For probationary employees, performance goal progress should be measured in the first 90 days of employment. The supervisor may establish new goals at each evaluation period. In some cases, the supervisor will prescribe performance goals based on the areas of concern or a shift in the job responsibilities.

CLASSIFIED EVALUATION PROCESS

Self-Assessment - Complete by October 31 or within 30 days of employment for new employees

Completing the Classified Self-Assessment Form encourages each employee to examine the Classified Evaluation Rubric to determine areas of professional/job related growth and to plan for new challenges and opportunities. It is to be used solely for self-assessment and goal setting and will not be used for summative evaluations. Using the self-assessment document, the supervisor will consider the feedback from the employee when writing annual evaluations.

Directions for New Employees

When Hired:

1. Read the Classified Employee Performance Evaluation Handbook.
2. Specifically review the Classified Evaluation Rubric describing the domains, components and levels of performance
3. Complete the Self-Assessment and Goals form within the first 30 days of employment
4. Within the first 45 days of employment, supervisor will conduct a goals conference

At 90 work days:

1. Read and review the Classified Evaluation Rubric to consider growth made in the first 90 work days.
2. Within 90 days, Supervisor may ask for input from colleagues of direct reports (classified, supervisory or certified) for input on the evaluation.
3. By 90 work days, Supervisor will conduct the 90 Day Evaluation Form and conference.

Directions for Returning "On-Cycle" Employees

Fall before Goal Setting:

1. Read and review the Classified Evaluation Form describing the domains, components and levels of performance.
2. Complete the Self-Assessment and Classified Goals Form in Perform using the SMART Goal Format by October 31.
3. By December 1, Supervisor will conduct goals conference

Spring before Evaluation:

1. Review your personal SMART Goals. Reflect on your progress, or lack of progress, towards accomplishing your personal Classified Performance Goal(s). Employees are encouraged to document how performance goals have been met during the evaluation period. Be prepared to share specific examples and/or objective data. If you have any other examples documenting progress made towards goal attainment, it should be shared with the supervisor at the time of the evaluation conference.
2. By April 30, Supervisor will conduct a year-end Performance Evaluation and discuss possible goals for the following year.

Directions for Returning “Off-Cycle” Employees

Fall before Goal Setting:

1. Read and review the Classified Evaluation Form describing the domains, components and levels of performance.
2. Complete the Self-Assessment and Classified Goals Form in Perform using the SMART Goal Format by October 31.
3. By December 1, Supervisor will conduct goals conference.

CLASSIFIED EVALUATION TIMELINE

Dates	Activity	Form
By October 31 (or within the first 30 days of employment)	All Employees complete professional goals and Self-Assessment.	Classified Performance Goals Form Classified Self-Assessment Form
By December 1	Supervisor conducts goals conference with regular employees. Supervisor conducts goals conference with <i>probationary</i> employees within the first 45 days of employment.	
Within 90 work days for Probationary Employees	Input for Evaluation: Supervisors may ask direct reports' colleagues (classified, supervisory, or certified) of <i>probationary</i> employees for input.	Input for Evaluation Form
By 90 work days for Probationary Employees	Supervisor conducts 90 work day evaluation with probationary status employees	Classified Probationary Performance Evaluation Form
By April 30	Supervisor conducts year-end Performance Evaluation with <i>regular</i> status " on-cycle " employees and discusses possible goal(s) for the following year.	Classified Performance Evaluation

CLASSIFIED STAFF SELF-ASSESSMENT & EVALUATION RUBRIC

(Domain 3 is differentiated for employee groups.)

Name: _____ School: _____ Date: _____

These forms are used for your self-assessment. Put an 'x' under the rating you feel best describes your performance for each component of the four domains. Employee keeps a copy and shares a copy for supervisor's working file.

Write two SMART goals to work on during the school year.

Domain 1: Planning and Organization

COMPONENT The employee:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXCEPTIONAL
1a: Prioritizes and organizes tasks effectively.	<p>A lack of planning for long- range challenges and opportunities creates crisis.</p> <p>Organization skills are unsatisfactory.</p> <p>Procrastination results in a failure to meet work goals</p>	<p>Requires support in planning and organizing for long-range challenges and in setting work goals and priorities.</p> <p>Occasionally monitors progress or makes adjustments.</p>	<p>Regularly anticipates long-range challenges and opportunities when setting work goals and priorities.</p> <p>Level of organization meets expectations for the position. Regularly monitors progress and adapts as necessary.</p>	<p>Always anticipates long-range challenges and opportunities when setting work goals and priorities.</p> <p>Organizes work to a level exceeding expectations and maximizes productivity.</p> <p>Always monitors progress and adapts as necessary.</p>
Self-Assessment				
1b: Completes work within time limits.	<p>Assigned tasks are rarely completed by expected deadlines.</p> <p>Appropriate priorities are not maintained.</p> <p>Structure and organization is lacking.</p>	<p>Occasionally completes assigned tasks in a timely and useful manner.</p> <p>May need support to prioritize and structure day.</p>	<p>Usually prioritizes tasks and completes work on time.</p> <p>Prioritizes and structures day.</p>	<p>Consistently anticipates work needs and completes assigned tasks prior to deadlines.</p> <p>Interim components of the assignment are completed in advance of the projected time frame.</p>

Self-Assessment				
1c: Displays initiative.	<p>Work is not completed without close supervision and direction</p> <p>Tasks other than those directly assigned are either avoided or overlooked</p>	<p>Completes assigned work with some direction</p> <p>Will perform other tasks with supervision and direction when assigned work is completed</p>	<p>Able to accomplish tasks with little or no direction</p> <p>When assigned work is completed does other tasks when asked</p>	<p>Able to self-monitor and direct</p> <p>Alert to opportunities to improve methods and skills</p> <p>When assigned work is completed, takes on additional tasks without waiting to be asked</p>
Self- Assessment				
Comments				

Domain 2: Communication and Interpersonal Skills

COMPONENT The employee:	LEVEL OF PERFORMANCE				NA
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXCEPTIONAL	
2a: Understands and follows instructions, and asks questions when needed.	Instructions are not followed. Attentiveness in communication is lacking and questions are not asked.	Shows some understanding and may follow some instructions. Occasionally listens carefully, may or may not ask questions when needed.	Regularly understands and follows instructions. Listens carefully and asks questions when needed.	Consistently understands and follows instructions. Checks for understanding and anticipates questions needing answers.	
Self-Assessment					
2b: Responds to requests in a timely manner with complete information.	Requests are rarely responded to, or the response is incomplete.	Occasionally responds to requests in a timely and complete manner.	Responds to requests in a timely manner and provides complete information.	Anticipates requests and provides needed information before it is requested.	
Self-Assessment					

2c: Collaborates with others to complete tasks and solve problems when appropriate.	There is little to no collaboration.	Only occasionally collaborates with others, but not as often as needed.	When appropriate, collaborates with others to complete tasks and solve problems.	When appropriate, initiates collaboration with others in order to complete tasks and solve problems.	
Self-Assessment					
2d: Communicates in an open, courteous, tactful and constructive manner using effective written and verbal communication skills.	Communication lacks more than one of the following qualities: courtesy, tact, or a constructive manner	Communication lacks one of the following qualities: courtesy, tact, or a constructive manner Occasionally avoids communication	Communicates with courtesy, tact, and a constructive manner to all Contributes to open communication	Communicates with courtesy, tact, and a constructive manner to all, even in the face of adversity Initiates and maintains open communication	
Self-Assessment					
2e: Demonstrates the ability to appropriately support and interact with students	Does not demonstrate an atmosphere of respect or positive interaction with students Communication is insensitive and demeaning	Inconsistently demonstrates an atmosphere of respect or positive interaction with students. Communication is occasionally insensitive or demeaning	Consistently demonstrates an atmosphere of respect or positive interaction with students Communication is constructive and motivating.	In addition to being proficient in this standard, interactions between employee and students are highly respectful. Encourages student efforts. Students are observed to respond favorably to staff member	

Self-Assessment				
Comments				

Domain 3: Job Performance

COMPONENT The employee:	LEVEL OF PERFORMANCE				NA
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXCEPTIONAL	
<p>3a: Performs job procedures and responsibilities.</p> <p>(Refer to job duties as aligned with the specific job descriptions-- separate document)</p>	<p>Performance does not exhibit an understanding of assigned work and its relationship to other areas.</p> <p>Considerable assistance is needed to accomplish work assignments.</p>	<p>Occasionally demonstrates understanding of assigned work and its impact on others.</p> <p>Occasionally needs direction to execute assigned work.</p>	<p>Exhibits clear understanding of assigned work and its impact on others.</p> <p>Regularly executes work assignments.</p> <p>When new procedures or processes are introduced, quickly learns them and begins efficient application.</p>	<p>Demonstrates deep understanding of assigned work and its impact on others.</p> <p>Work assignments are always completed on time and to very high standards Takes initiative in seeking out and completing tasks without direction.</p> <p>Serves as a reliable resource to others regarding work processes and procedures.</p> <p>Strives to improve processes, procedures, and routines.</p>	
Self-Assessment					

3b: Demonstrates knowledge of district and building policies and procedures necessary to carry out functions of the position.	Performance does not exhibit an understanding of district and building policies and procedures..	Performance occasionally demonstrates an understanding of district and building policies and procedures.	Performance exhibits knowledge of district and building policies and procedures necessary to carry out functions of the position.	Performance exhibits a deep knowledge and understanding of district and building policies and procedures necessary to carry out functions of the position.	
Self-Assessment					
3c: Obtains and maintains appropriate certifications and/or training.	Required licenses, certifications, and training have not been obtained or maintained.	Is in the process of obtaining or maintaining the certifications and training required for the position.	Obtains or maintains all licenses, certifications, and training required for the position..	Obtains and maintains value-added licenses, certifications, and training beyond that which is required for the position.	
Self-Assessment					
3d: Performs neat, accurate, and thorough work.	Work produced is of unacceptable quality. Work frequently needs to be redone. Work is rarely accurate, neat, or thorough.	Inconsistently produces work that meets quality expectations for neatness and accuracy. Work occasionally needs to be redone Displays a basic understanding of work quality standards.	Produces work that meets quality expectations for neatness and accuracy. Work rarely needs to be modified Demonstrates ability to meet work quality standards.	Consistently produces work of high quality, exceeding expectations for accuracy and detail. Work is completed accurately. Consistently exhibits skill in achieving work quality standards.	
Self-Assessment					

<p>3e: Efficiently and effectively identifies and uses resources – including equipment and technology specific to the position.</p>	<p>Quality of work undermines the efficient achievement of goals and objectives.</p> <p>Wastes time and supplies. Does not use and/or maintain equipment and supplies efficiently or effectively.</p>	<p>Quality of work is beginning to meet standards but is not done consistently and efficiency is not yet achieved.</p> <p>Occasionally uses technology and supplies to produce work of consistent quality.</p>	<p>Quality of work meets standards for position.</p> <p>Completes tasks with satisfactory efficiency.</p> <p>Proficiently uses technology and supplies to produce quality work</p>	<p>Quality of work exceeds standards for position.</p> <p>Completes tasks with exceptional efficiency.</p> <p>Skillfully uses technology and supplies to produce work of exceptional quality.</p>	
<p>Self-Assessment</p>					
<p>3f: Maintains appropriate and accurate records.</p>	<p>Record keeping is usually late and/or incomplete.</p>	<p>Maintains records, but not in a complete or timely manner.</p>	<p>Keeps accurate and timely records as appropriate.</p>	<p>Keeps complete, accurate and timely records as appropriate.</p> <p>Takes responsibility for devising and improving record-keeping systems.</p>	
<p>Self-Assessment</p>					

3g: Works independently with minimal supervision.	Does not work independently	Occasionally is effective working independently with little direct supervision.	Usually effective working independently with little direct supervision.	Consistently effective working independently without direct supervision: self-reliant.	
Self-Assessment					
3h: Demonstrates flexibility and adaptability to changes in the work environment.	Changes in job duties meet with resistance; suggestions to implement changes in responsibilities, methods, and procedures are ignored. Flexibility is not demonstrated in response to special circumstances.	Occasionally adapts to changes in job duties or accept suggestions to implement changes in responsibilities methods and procedures. Occasionally demonstrates flexibility in order to accommodate special circumstances.	Readily adapts to changes in job duties. Accepts suggestions and takes steps to implement changes in responsibilities, methods and procedures. Demonstrates flexibility in order to accommodate special circumstances.	Responds confidently to the demands of work when confronted with change, adversity and other challenges.	
Self-Assessment					
Comments					

Domain 4: Professionalism/Follows District Policies and Safety Procedures

COMPONENT The employee:	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXCEPTIONAL
4a: Attends work regularly and on time.	<p>Absences and/or tardiness are frequent and interfere with job performance.</p> <p>Proper notification of absence or lateness is not given.</p> <p>Leave and reporting procedures are not followed.</p>	<p>Absence and/or tardiness may interfere with job performance.</p> <p>Occasionally absent or tardy without proper notification.</p> <p>Inconsistently complies with leave and reporting procedures.</p> <p>Develops a pattern of use with sick leave and/or unpaid personal leaves.</p>	<p>Works within district attendance guidelines.</p> <p>Proper notification of absence or lateness is given.</p> <p>Appropriately and prudently uses leave, adhering to District leave policies.</p>	<p>Attends 100% of scheduled workdays excluding personal day, professional development, and vacation.</p> <p>Leave and reporting procedures are followed.</p>
Self-Assessment				
4b: Exercises discretion and safeguards confidential information.	<p>Discretion is not exercised.</p> <p>Confidential and privileged information fails to be safeguarded.</p>	<p>Occasionally exercises discretion. Unreliably safeguards confidential and privileged information.</p>	<p>Regularly exercises discretion and safeguards confidential and privileged information.</p>	<p>Models discretion and reliably safeguards confidential and privileged information and reminds others to do the same.</p>
Self-Assessment				

4c: Makes sound decisions appropriate to the circumstances.	A lack of judgment is frequently apparent.	Occasionally makes sound decisions, anticipates needs, and uses good judgment.	Regularly makes sound decisions, anticipates needs, and uses good judgment.	Consistently makes sound decisions, anticipates needs, uses good judgment and assists or models for others the use of these skills.
Self-Assessment				
4d: Provides direction and/or demonstrates responsibility.	Fails to provide direction or demonstrate responsibility.	Sometimes provides direction and/or demonstrates responsibility.	Regularly provides direction and/or demonstrates responsibility, following up to ensure success.	Consistently provides direction and/or demonstrates responsibility, following up to ensure success. Assists or models for others the use of these skills.
Self-Assessment				
4e: Demonstrates interest in professional growth and/or development. Sets and achieves professional goals.	Available/offered job-growth workshops and/or training opportunities are not taken. Professional goals are not set or achieved.	Occasionally participates in available/offered job-growth workshops and/or training opportunities. Occasionally sets and/or achieves professional goals.	Participates regularly available/offered in job-growth workshops and/or training opportunities. Frequently sets and achieves professional goals.	Actively seeks out and participates in job-growth workshops and training opportunities. Consistently sets and achieves professional goals.
Self-Assessment				

<p>4f: Treats all persons with respect, civility, and acceptance and resolves conflicts professionally by developing and maintaining professional relationships with colleagues and the public.</p>	<p>Treatment of others lacks respect, civility, and acceptance and promotes rather than resolves conflict.</p> <p>Professional and public relationships are neither developed nor maintained.</p>	<p>Inconsistently treats people with respect and civility, and acceptance and resolves conflicts professionally.</p> <p>Inconsistently develops and maintains professional relationships with colleagues and the public.</p>	<p>Usually treats all people with respect, civility, and acceptance, and resolves conflicts professionally.</p> <p>Usually develops and maintains professional relationships with colleagues and the public.</p>	<p>Consistently treats all people with respect and civility, and acceptance and resolves conflicts professionally.</p> <p>Consistently develops and maintains professional relationships with colleagues and the public.</p>
<p>Self-Assessment</p>				
<p>4g: Shares job knowledge and experience to promote department's overall efficiency and productivity.</p>	<p>Job knowledge and experience are not shared with others.</p>	<p>Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.</p>	<p>Regularly shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.</p>	<p>Consistently shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.</p>
<p>Self-Assessment</p>				

<p>4h: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.</p>	<p>Many department or building policies, procedures, work rules and safety practices are not followed.</p>	<p>Understands most policies, procedures, work rules, and safety practices, but does not routinely follow or understand them without input from supervisor.</p>	<p>Understands and routinely follows policies, procedures, work rules, and safety practices without supervision.</p>	<p>Actively inquiries about, comprehends and implements building and department policies, procedures, work rules and safety practices.</p>
<p>Self-Assessment</p>				
<p>4i: Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.</p>	<p>Lacks appropriate and professional demeanor including dress, grooming, hygiene, and language.</p>	<p>Occasionally exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.</p>	<p>Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.</p>	<p>Models professional demeanor and language and encourages others to do the same.</p>
<p>Self-Assessment</p>				
<p>Comments</p>				