



# EDUCATION SUPPORT PROFESSIONAL PERFORMANCE EVALUATION

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Job Title \_\_\_\_\_ Job Location \_\_\_\_\_

Evaluator \_\_\_\_\_ Employment Status:  Regular  Temp  LT

Evaluation Type:  Probationary  Annual  Other \_\_\_\_\_

**GENERAL CRITERIA:** *The following criteria are viewed and analyzed by the evaluator based on the employee's job classification. The evaluator will check the appropriate rating box under each of the criteria using the definition as a guide.*

**The evaluator MUST provide evidence/examples for ratings of "Needs Improvement (1)" and "Exemplary (4)".**

**Attendance/Punctuality:** *Regularly in attendance and consistently on time; provides supervisor sufficient notice if absent. Is the employee on the job when scheduled? (Do not consider FMLA/OFLA protected leave in making this decision.)*

**# of Absences:**

\_\_\_\_\_ Approved  
\_\_\_\_\_ UnApproved

**Attendance**

- Attendance was satisfactory.
- Extensive absences.
- Absences were excessive.

**Punctuality**

- Reports to work on time.
- Usually on time.
- Frequently tardy.

**Adherence to Work Schedule**

- Always follows established work schedule.
- Occasionally extends work break or leaves work early.
- Frequently extends work break or leaves work early.

**Evidence/Examples:**

**Attire/Appearance:** *Consider appropriateness of grooming and attire that reflects a neat appearance and safety appropriate to the position.*

- Well groomed.
- Dressed appropriately for the work place.
- Usually well groomed.
- At times dressed inappropriately for the work place.
- Exhibits grooming problems.
- Frequently dressed inappropriately for the work place.

**Evidence/Examples:**

**Relationships with Others:** *Positive attitude in meeting the needs of customers (ie. Parents, students, staff, vendors, community members, etc); communicates in an appropriate manner; friendly and helpful; handles sensitive issues appropriately. Are the customers treated with respect?*

**Score**

- Clearly demonstrates the ability to work as a positive team member. Understands and satisfies the needs of others while maintaining confidentiality, respect and courtesy. **Exemplary (4)**
- Meets expectations of others with a positive attitude. Consistently treats others with courtesy and respect. **Proficient (3)**
- Occasionally does not practice appropriate customer service skills. Occasionally does not treat others with courtesy and respect. **Progressing (2)**
- Not an effective team member; does not exhibit courtesy and/or respect for others. Is not receptive to feedback for improvement. **Needs Improvement (1)**

**Evidence/Examples:**

**Communication:** *Exchanges information appropriately; Tactful and considerate; Good listening skills; Speaks and writes in a clear and understandable manner; Effectively deals with problems with parents, students, co-workers and supervisors. Consider the appropriateness, timeliness, professionalism, and clarity of communications. Is good judgment used when choosing (or not) to communicate? Communicates with supervisor when necessary? Do communications nurture positive work relations?*

**Score**

- Exceptional use of communication skills that enhance job function. Communicates in a clear, articulate and understandable manner both orally and in writing. **Exemplary (4)**
- Consistently uses appropriate communication skills. Communicates in a clear and understandable manner both orally and in writing. **Proficient (3)**
- Occasional use of inappropriate communication skills that hinder job function. Does not consistently communicate in a clear and understandable manner orally or in writing. **Progressing (2)**
- Use of inappropriate communication skills that seriously affect job function. Does not communicate in a clear and understandable manner orally or in writing. **Needs Improvement (1)**

**Evidence/Examples:**

<p><b>Quality of Work:</b> Does thorough, accurate, neat and professional work; Produces a high quality product; Has high standards and work ethic; Makes minimal errors. Consider the accuracy, thoroughness, consistency and neatness of work. Is the work approached systematically? Is appropriate attention given to detail?</p>				<b>Score</b>
<input type="checkbox"/> Work is complete, accurate and thorough and requires little monitoring or supervision. <b>Exemplary (4)</b>	<input type="checkbox"/> Normally completes work assignments when required or expected with minimal rework. <b>Proficient (3)</b>	<input type="checkbox"/> Some errors and/or some assignments not complete. Needs improvement in attending to work details. <b>Progressing (2)</b>	<input type="checkbox"/> Several errors and/or assignments not complete. Work almost always must be redone. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Dependability/Reliability:</b> 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. Maintains equipment/district property properly; Consider the extent to which the employee can be depended on to do the job. Consider to what extent supervision is required.</p>				<b>Score</b>
<input type="checkbox"/> Highly dependable. Attends to every detail without supervision. All work completed on time. <b>Exemplary (4)</b>	<input type="checkbox"/> Consistently dependable. Performs all duties with minimal supervision. Work is consistently completed on time. <b>Proficient (3)</b>	<input type="checkbox"/> Sometimes able to work independently, but work needs more than minimal supervision. More than occasionally, work not done on time or within allotted shift. <b>Progressing (2)</b>	<input type="checkbox"/> Work requires close supervision. Rarely able to work independently. Cannot be depended on to complete work within assigned timeframe. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Initiative:</b> Recognizes opportunities to take action appropriately; Self-starter; Has new ideas and makes suggestions for positive change; Willing to take on new challenges. Consider if suggestions are made frequently; is the employee a self-starter; are acquired skills shared with others?</p>				<b>Score</b>
<input type="checkbox"/> Exceptionally positive; interest in job leads to creative and innovative performance. Takes appropriate action. <b>Exemplary (4)</b>	<input type="checkbox"/> Consistently positive and shows high level of interest in job. Sets goals and completes them. <b>Proficient (3)</b>	<input type="checkbox"/> Occasionally lacks optimism and/or lacks interest in some job elements. Occasionally willing to take on a new challenge. <b>Progressing (2)</b>	<input type="checkbox"/> Evidence of little interest towards improving job knowledge and skills. Completes only a minimal amount of basic job requirements. Not a self-starter. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Flexibility/Adaptability:</b> 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. Are changes readily accepted and adjusted to?</p>				<b>Score</b>
<input type="checkbox"/> Highly flexible; readily adjusts to changes effectively in different conditions. <b>Exemplary (4)</b>	<input type="checkbox"/> Readily accepts new or different conditions; adjusts quickly, is cooperative. <b>Proficient (3)</b>	<input type="checkbox"/> Sometimes has difficulty making adjustments to different conditions. <b>Progressing (2)</b>	<input type="checkbox"/> Has difficulty making adjustments to different conditions. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Work Knowledge and Skill:</b> Understands all aspects of the job; Possesses knowledge and skills necessary to perform job; Pays attention to details; Understands technical job processes; knows and uses departmental standards. Consider knowledge and understanding of the job. Are the correct methods or techniques used? Is the knowledge routinely applied on the job?</p>				<b>Score</b>
<input type="checkbox"/> Thoroughly understands the principles, concepts and requirements of the job. <b>Exemplary (4)</b>	<input type="checkbox"/> Generally understands the principles, concepts and requirements of the job. <b>Proficient (3)</b>	<input type="checkbox"/> Needs more understanding of the principles, concepts and requirements of the job. <b>Progressing (2)</b>	<input type="checkbox"/> Does not have an understanding of the principles, concepts and requirements of the job. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Business Judgment/Organization:</b> <i>Considers management of time; organizes tasks efficiently and effectively; delegates appropriately; consistently meets deadlines; sets priorities. Consider the volume of work done under everyday conditions. Is the work normally completed in the time allowed and are time and materials used wisely? Are available resources utilized?</i></p>				<b>Score</b>
<input type="checkbox"/> Consistently organizes and uses available resources to demonstrate productivity. <b>Exemplary (4)</b>	<input type="checkbox"/> Usually organizes and uses available resources to demonstrate productivity. <b>Proficient (3)</b>	<input type="checkbox"/> Sometimes organizes and uses available resources to demonstrate productivity. <b>Progressing (2)</b>	<input type="checkbox"/> Fails to organize and/or use available resources resulting in loss of productivity. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Safety:</b> <i>Keeps a clean and orderly work area. Adheres to safe work practices. Identifies and corrects unsafe conditions. Consider awareness of safe and sanitary practices and conditions in the work setting. Consider the degree to which the individual exhibits initiative, safety and liability awareness toward public, fellow employees, self and property.</i></p>				<b>Score</b>
<input type="checkbox"/> Extremely organized; enhances work environment for self and coworkers. Follows safety practices that are common sense and those expected by the District. <b>Exemplary (4)</b>	<input type="checkbox"/> Keeps a safe and orderly work area and adheres to safe work practices. Identifies and corrects unsafe conditions. <b>Proficient (3)</b>	<input type="checkbox"/> Occasionally exhibits unsafe work practices for self and others. <b>Progressing (2)</b>	<input type="checkbox"/> Does not adhere to safe work practices for self and/or others. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Team Work:</b> <i>Works cooperatively with others; Uses tact and diplomacy; Develops good working relationships; Promotes good staff morale; Puts team needs above individual needs; Works positively in solving problems. Consider relationships within the work environment. Are efforts made to build positive work relationships?</i></p>				<b>Score</b>
<input type="checkbox"/> Builds positive working relationships while seeking opinions of others and striving to use their suggestions and input in support of District operations. <b>Exemplary (4)</b>	<input type="checkbox"/> Works well with others while supporting initiatives aimed at improvement of operations. <b>Proficient (3)</b>	<input type="checkbox"/> Sometimes has difficulty working effectively with other members of the team. <b>Progressing (2)</b>	<input type="checkbox"/> Exhibits unwillingness to work effectively in a team setting. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Self-Improvement/Professional Development:</b> <i>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. Consider whether the staff member is open to change and learning new ways of doing things; is appropriate attention given when suggestions for improvement are made; is the employee striving for self-improvement?</i></p>				<b>Score</b>
<input type="checkbox"/> Participates in Professional Development activities designed to improve job performance. Seeks suggestions for improvement and implements suggestions. <b>Exemplary (4)</b>	<input type="checkbox"/> Strives for improvement on a regular basis. Generally open to suggestions for improvement. <b>Proficient (3)</b>	<input type="checkbox"/> Occasionally resistant to change and is not receptive when suggestions for improvement are made. <b>Progressing (2)</b>	<input type="checkbox"/> There is little evidence towards improving job knowledge and skills; does not engage or accept new ideas. <b>Needs Improvement (1)</b>	
Evidence/Examples:				

<p><b>Overall Rating:</b> <i>What is the employee's average score? Add up the scores and divide by 11.</i></p>				<b>Avg. Score</b>
<input type="checkbox"/> Exemplary (above 3.25)	<input type="checkbox"/> Proficient (2.25 – 3.24)	<input type="checkbox"/> Progressing (1.25 – 2.24)	<input type="checkbox"/> Needs Improvement (below 1.24)	

