

**EUGENE SCHOOL DISTRICT 4J**  
**CLASSIFIED EMPLOYEE EVALUATION**  
**BOARD APPROVED - June 2013**

Eugene School District 4J Classified Employee Evaluation (4J Classified Evaluation) is based on the premise that all employees have a commitment and responsibility to continued improvement in their performance. The purpose of the evaluation is to improve the levels of job performance, skill, and expertise of employees through a systematic and planned evaluation program. The process should be constructive for employee development as well as performance evaluation purposes.

In addition to improving the effectiveness of employees' job performance the evaluation is used for corrective actions and in making personnel decisions. The 4J Classified Evaluation Program: 1) Provides an opportunity for the supervisor and the employee to mutually develop performance goals to further advance aspects of the employee's performance; and 2) Assists the supervisor to determine areas of an employee's performance that are either unsatisfactory or in need of improvement. The supervisor must develop a plan to assist the employee in correcting the deficiencies.

After the supervisor has rated the employee's performance, a meeting is held with the employee to discuss the employee's performance, mark necessary plans for improving performance, and commend the employee for good performance. Teachers should provide input into the evaluation of classified Educational Assistants and other instructional support staff. Employees who receive evaluations that include an Unsatisfactory rating will be placed on a plan of assistance.

**NON-PROBATIONARY EMPLOYEES**

**All classified employees are to be evaluated every year no later than May 30 of the evaluating year.** The immediate supervisor of the employee is the primary evaluator. For school based staff, when the primary evaluator is not the principal, the supervisor must consult with or inform the principal on all evaluations, since the principal must also sign the evaluation forms. The principal and other administrators must sign all evaluations for individuals who work in their area of supervision. Teachers may provide feedback to principals on the evaluation of Educational Assistants. Supervisors may use teacher feedback in the evaluations. **All evaluations shall be turned in to the Department of Human Resources no later than June 15<sup>th</sup>.**

**PROBATIONARY EMPLOYEES**

Probationary employees shall be evaluated by their immediate supervisor prior to completion of the sixth month of service. The evaluation must be conducted as follows:

1. Review position job description with the employee within the first week of employment, and:
  - a) Discuss and establish goals and priorities,
  - b) Identify specific tasks to be completed,
  - c) Identify and set priorities, and
  - d) Set standards of job performance.

2. Supervisor meets with the employee, shares findings from observations and other data; during this mid-probationary period (approximately 4 months after hired) evaluation conference, the supervisor:

- a) Provides feedback and positive reinforcement when appropriate, i.e., identifies areas in which the employee is performing well,
- b) Discuss areas of concern, if any, and sets priorities for expectations as follows:
  - 1) Write an objective for each area determined as needing improvement,
  - 2) Provide clear expectations and assistance,
  - 3) Provide timelines and determine date and time for the next conference,
  - 4) Contact the Department of Human Resources

**THE PERFORMANCE EVALUATION MEETING**

How the performance evaluation is conducted can be as important as the information that goes into it. Careful preparation and scheduling of the performance evaluation meeting may take a little time, but the results produced are worthwhile. The following is a list of items to consider in conducting a performance evaluation meeting:

1. Pre-schedule a time to meet with the employee, giving the employee sufficient notice to prepare for the meeting.
2. Be prepared. Review the employee’s job description and review other resources related to the employee’s job performance.
3. Give your full attention to the evaluation meeting. Ensure that you are in a quiet place where you will not be interrupted. Create a positive atmosphere.
4. Ask open-ended questions that require more than just “yes” or “no” responses.
5. Give honest and constructive **work-related** feedback.
6. Encourage an interactive discussion on the review and establishment of goals and objectives.
7. Ask the employee what you can do to assist him or her to be successful.
8. Discuss how you will follow-up with the employee.
9. Close the meeting by thanking the employee for participating.

**PERFORMANCE EVALUATION RATINGS**

CODE	RATING	DEFINITION
NA	Not Applicable	The evaluation item may not be applicable to the position being evaluated.
U	Unsatisfactory	Employee does not perform his/her job duties at an acceptable level; performance is clearly inadequate in the particular evaluation item being marked. Immediate corrective measures are required.
NI	Needs Improvement	Employee performs some of the job responsibilities; frequently or regularly falls short of normal acceptable standards and does not meet expectations.
ME	Meets Expectations	Employee routinely meets performance standards in the item being evaluated. Most employees should fall in this category.
EE	Exceeds Expectations	Employee consistently exceeds performance in all areas of his/her job and is well above normal standards for the item being evaluated.

## **Interpretation of Rating Scale**

1. One (1) to Two (2) markings in the NI=Needs Improvement category will be cause for an overall ME=Meets Expectations rating.
2. Three (3) or more markings in the NI=Needs Improvement category indicates performance is U=Unsatisfactory and will be cause for a range of disciplinary sanctions.

## **DEFINITION OF TERMS**

**Accuracy of Work:** The degree to which the employee makes mistakes or errors that require corrections.

**Adaptability and Flexibility:** Employee can adapt to job or organizational changes. Readily accepts new responsibilities and assignments. Adapts to changing circumstances, policies and procedures. Works effectively during periods of high activity and with varying personality styles, various issues and tasks. Seeks out and utilizes available resources; listens and considers other points of view, ideas and suggestions; learns and retains new information, policies and procedures. Effectively handles a variety of situations, projects and assignments.

**Attendance:** Employee is reliable as demonstrated by arriving on time both to school/department and assigned locations within the school/building and providing proper notice when not going to be in attendance. Consider the employee's arrival and departure from work and time devoted to actual work. Consider promptness in reporting for assignments and the amount of time off for sick leave and personal business. Complies with standards and understands importance of attendance in providing effective service to internal and external customers. Complies with standards and understands importance of observing work hours in providing effective service to our internal and external customers.

**Collaboration:** Consider how well the employee fits into his/her work environment. Does the employee work in harmony and collaborate with others? Is the employee a team player?

**Communication:** Ability of employee to present accurate information to other employees, peers, and supervisors.

**Communications – Oral:** Effectively gives and receives information in individual and group situations. Speaks in a clear, distinct and understandable manner. Explains department procedures, services, programs and activities effectively. Listens attentively to what individuals (members of the public, peers or supervisors) have to say and can elicit valuable information from others.

**Communications – Written:** Written expression is clear, accurate, concise and conveys the desired message. Writing style is tailored to the varying forms of communication (instruct, persuade, inform) and the audience. Summarizes a set of facts or ideas so that they are logical, coherent and clear. Composes letters and memos, using appropriate grammar, vocabulary and sentence structure.

**Customer Service:** To effectively and efficiently meet the needs of those served by continually assessing performance based on customer feedback. Is polite, professional and respectful of others. Improves the quality and efficiency of services. Actively listens and conveys understanding of customers' requests such that their needs can be anticipated and satisfied. Openly communicates needs and problems; displays sensitivity to their sense of urgency.

**Decision Making:** Analyzes situations effectively. Evaluates alternative courses of action and makes logical decisions; uses good judgment and common sense in making decisions. Takes appropriate action in a timely manner. Anticipates events and responds appropriately. Recognizes problems and develops alternative solutions.

**Dependability/Reliability:** Employee can be relied upon to meet work schedules and fulfill job responsibilities and commitments. Meets deadlines and follows instructions. Consider the employee's reliability in following instructions and carrying out assigned tasks with minimum direct supervision. Will the job be done on time and correctly?

**Focus:** Able to put aside distractions and stays with a job until complete. Able to stick to assignments and get results in spite of difficulties.

**Independence:** Works with minimal supervision, manages own time effectively, maintains control over all current projects/responsibilities. Follows up on all relevant issues.

**Interpersonal Skills:** Assists and works well with others including members of the public, peers or supervisors with genuine interest and desire. Deals effectively and functions cooperatively with others. Treats others in a fair, consistent and non-judgmental manner. Remains calm under difficult and/or pressure situations.

**Initiative:** Consider the employee's ability to perform a job with minimum direction. Does the employee make suggestions for improvement in his/her area or undertake new work when the job at hand is complete? Is the employee a self-starter? Starts assignments without prompting and independently contributes ideas and projects. Sees and acts upon new opportunities. Thinks and acts independently and promptly addresses problems. Helps others when needed and finds work to do when job is completed. Employee is a self-starter (rather than passive) in influencing events and achieving job goals; takes action beyond explicit job responsibilities; sets high performance goals and originates action rather than just responding to the action of others. Generates innovative ideas, approaches and solutions. Seeks new challenges, self-development and learning opportunities.

**Job Knowledge:** Employee possesses necessary knowledge to effectively perform job and is able to apply what he/she has learned about his/her job. Acquires new knowledge/skills/abilities as required by the job. Understands the duties, responsibilities and expectations of the position. Has knowledge of subject area and related policies, procedures and technical expertise. Uses information, materials, equipment and techniques accurately, efficiently and appropriately. Keeps current with technology, policies, procedures and techniques.

**Job Skills:** Effectively performs the work of the position and assigned area. Has knowledge of the duties and responsibilities of the assigned position. Understands applicable work methods, techniques, policies, procedures and systems. Has a general understanding of the organization's beliefs, values, services, policies and procedures.

**Judgment:** Able to reason, compare, understand, and think rationally on the job. Makes quality work-related decisions based on sound conclusions/data. Able to separate facts from opinions.

**Listening Skills:** Asks meaningful questions and listens closely and respectfully before offering comments.

**Planning and Organizing:** Uses time efficiently. Plans and organizes priorities so that goals can be accomplished. Keeps manager/supervisor advised of the status of projects and work assignments. Establishes specific action plans to achieve short and long-term goals. Identifies key activities necessary to achieve goals; sets priorities; allocates proper amounts of time and resources to activities and maintains an awareness of inter-relationships between activities. Demonstrates ability to coordinate numerous projects at any given time.

**Problem Solving:** Able to identify problems and relevant issues and breaks problem into components. Sees relationships and alternative solutions and arrives at sound conclusions through a logical process. Analyzes situations effectively. Evaluates alternative courses of action and makes a logical decision; uses good judgment and common sense in making decisions. Takes appropriate action in a timely manner. Anticipates events and responds appropriately. Recognizes problems and develops alternative solutions.

**Quantity of Work:** The extent to which the employee produces an acceptable amount of work in order to meet schedules and deadlines. Consider neatness, skill, thoroughness and accuracy in completing job assignments. Does the employee's performance meet the standards of quality? Shows attention to detail, accuracy, follow-through and thoroughness. Complies with work and health safety rules and procedures. Exercises good judgment and discretion in matters relative to sensitive or confidential issues. Stays with a task or job until it is finished or no longer attainable; maintains effectiveness in spite of rejection or disappointment. Works with appropriate level of independence.

**Quality of Work:** The extent to which the employee neatly, thoroughly and accurately completes job assignments according to established standards of quality. Continuously improves quality of work.

**Respect:** Gains confidence of others and earns respect of peers and supervisors. Values diversity and respects opposing opinions.

**Responsibility:** Consider the employee's sense of responsibility and willingness to carry out assigned duties. Does the employee think and act reasonably? Is the employee able to tell right from wrong?

**Safety:** Follows established safety practices and corrects unsafe work practices on the job.

**Teamwork:** Degree to which one works effectively and cooperatively with others and other departments in achieving organizational goals. Degree of responsiveness to organizational needs. Establishes and maintains effective working relationships. Accomplishes tasks by working with others and being an effective team player; recognizes how his/her decisions may impact others; seeks input from others. Participates constructively in team efforts.

**Time Management:** Employee is prompt in reporting for work and effectively and efficiently uses his/her time to accomplish his/her job tasks. Consider the amount and promptness of work produced based on specific job requirements. Does the employee use time wisely?

**EUGENE SCHOOL DISTRICT 4J – Board Approved June 2013**  
**CLASSIFIED EMPLOYEE EVALUATION – ALL EMPLOYEES**

School Year: \_\_\_\_\_ to \_\_\_\_\_ Date: \_\_\_\_\_

Employee Name: \_\_\_\_\_ Employee No: \_\_\_\_\_

Location/Department: \_\_\_\_\_ Position Title: \_\_\_\_\_

Reason for Review:  Annual  Probationary  Other

Probationary Employees Only:  Recommended for Continued Employment  Not Recommended

**Comments:** Attach additional sheets if necessary. "Needs Improvement" and "Unsatisfactory" ratings must be explained.  
**Please check the appropriate boxes and give a brief evaluation of the employee's work performance.**

<b>CRITERIA</b>					
<b>I. <u>WORK SKILLS/WORK HABITS</u></b>					
<i>Consider as many or as few responsibilities as are necessary to ensure successful job performance.</i>					
<b>1. Quality of Work</b> – Extent of thoroughness and neatness. Employee performs duties in an acceptable manner:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Demonstrates competence in completing job functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accurate, neat and thorough in job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Completes acceptable amount of work on schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Productivity/Organization of Work</b> – Extent to which employee efficiently produces a significant amount of work in a specified time; organizes work and assignments effectively:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Develops efficient schedules as work assignments are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses good judgment in use of supplies, materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develops long-range plans in job assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Exhibits effectiveness in daily planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Exhibits high standards and work ethic; makes minimal errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Utilizes available resources to achieve job results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Manages time appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Job Knowledge</b> – Extent to which employee has knowledge of job requirements and demonstrates knowledge of work:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Understands job and related tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Rarely requires extensive job instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands purposes and methods of work performed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Reliability</b> – Extent to which employee fulfills responsibilities, meets commitments and uses time efficiently:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Completes work on schedule (barring unforeseen disruptions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Effectively carries out daily assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prioritizes tasks well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Attendance/Punctuality</b> – Consider number of absences, work arrival and departures, lunch periods and breaks, use of annual and sick leave in accordance with District policy. Extent to which employee is punctual, has an acceptable attendance record and observes work hours/attendance:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Uses sick leave and compensation time appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maintains good attendance record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Arrives at work on time; does not leave early without authorization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provides reasonable notice when absent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. <b>Independence/Judgment</b> – Extent to which employee works with little or no supervision and accepts accountability for job:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Rarely needs direct supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sees a job through to completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Does not blame others for mistakes or failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Creativity</b> – Extent to which employee proposes ideas, finds new and better ways of doing things.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Initiative</b> – Extent to which employee seeks new assignments, assumes additional duties when necessary, organizes work and assignments effectively, and demonstrates initiative:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Identifies and corrects problems before they escalate into major issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Often makes workable suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prioritizes work and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates organizational skills and ability to multi-task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrates initiative in developing new and improved procedures; able to identify problems and develop appropriate solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Adherence to Policy</b> – Extent to which employee follows conduct rules, adheres to and follows District/school policies and procedures:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Demonstrates knowledge of District policies related to work assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adheres to daily work guidelines, safety regulations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Follows appropriate channels of communication when dealing with parents, guardians or school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accepts school and District goals and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assists with special medical procedures for students as may be required, following specific training by the school nurse and under his/her supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Exercises discretion and confidentiality when dealing with all matters pertaining to personnel and school business. Safeguards confidential and privileged information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>Interpersonal Relationships</b> – Extent to which employee is willing and demonstrates the ability to cooperate with coworkers, supervisors, subordinates, and/or outside contacts:	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Accepts responsibility in building and maintaining positive relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates in a polite, tactful and courteous manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates effective listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accepts feedback in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Communicates concerns/needs in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Participates in problem solving in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Resolves conflicts professionally. Minimizes the development of crisis and responds appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Develops and maintains professional relationships, refrains from discussing information about colleagues, staff and/or students obtained in the course of professional service for other than professional purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <b>Operates and Cares for Equipment:</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Demonstrates proper use of equipment related to job assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Properly cares for and maintains job related equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <b>Practices Safe Work Habits:</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Maintains a safe environment in the work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Follows safety practices as prescribed by policy and common sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands and follows safety guidelines associated with equipment, chemicals and other supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Follows safe work practices and promptly reports safety hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II. COMMUNICATIONS AND INTERPERSONAL SKILLS</b>					
<i>How well does the employee get along with other individuals in the performance of job duties? Consider effectiveness of relations with co-workers, supervisor and, if applicable, students, families and staff in the handling of his/her position responsibilities. Consider the employee's cooperativeness, tact and courtesy.</i>					

1. <b>Interpersonal Skills:</b>	NA	U	NI	ME	EE
a. Exhibits a positive approach toward students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Values diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Relationship with others is appropriate to job setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Responds to student behavior concerns appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relates well with other members of school and District staff. Communication with others is respectful, confidential and professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Demonstrates courtesy and professionalism in all communications. Greets visitors and parents appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Maintains composure when things are not going as expected. Treats all persons with respect and civility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Communications:</b>	NA	U	NI	ME	EE
a. Maintains student, family, and staff confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Practices appropriate telephone and e-mail etiquette as mandated by District policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates effective written and oral communication appropriate for job function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Maintain liaison with social, professional, civic, volunteer and other community agencies and groups having an interest in the schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Publishes all legal notices concerning District business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Writes in a clear, concise, well-organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Conveys detailed information clearly and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Communicates concerns/needs in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Communicates in a polite, tactful and courteous manner. Conveys detailed information clearly and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Prepares reports, forms, newsletters, school programs, etc., utilizing various computer software programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Demonstrates courtesy and professionalism in all communications. While performing receptionist duties greets visitors and parents appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Responds to concerns and questions in an effective, professional and courteous manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Peer Relations</b> – Extent to which employee works with and interacts well with co-workers.	NA	U	NI	ME	EE
a. Interaction with co-workers adds to successful completion of assignments. Exhibits cooperation with co-workers and works well as a team member to accomplish District goals and tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands job-related needs of co-workers. Understands and demonstrates professional behaviors and expectations related to interoffice/team working environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develops and maintains professional relationships, refrains from discussing information about colleagues, staff and/or students obtained in the course of professional service for other than professional purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Employee maintains composure, demonstrates constraints and self-control in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands contribution to total District effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Works well with others to solve common problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Personal appearance and grooming</b> – Consider the employee’s overall appearance in connection with the type of work performed. Is the employee’s appearance clean, neat and appropriate for his/her job?	NA	U	NI	ME	EE
a. Personal hygiene and grooming are appropriate to the work place and have no negative effect on work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Positively represents the District in the work place and public environment; exhibits professional demeanor, including appropriate dress, grooming, hygiene and language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III. ADAPTABILITY</b>					
<i>Consider the extent to which the employee can be counted on to carry out instructions and responsibilities (the degree of supervision necessary to complete work).</i>					
1. <b>Decision Making</b> – Extent to which employee demonstrates good judgment/makes reasonable decisions:	NA	U	NI	ME	EE



a. Practices self-control – thinks before acting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzes situations accurately. Analyzes fiscal resources, human resources and community impact before making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Researches to obtain knowledge of District’s procedures before making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses good judgment in determining the best way to help customer (i.e. families, staff, students, public, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Adapts Well to Change – Extent to which employee is flexible:</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Performs well in new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adjusts to new scheduling and/or changes in schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates willingness to learn new tasks and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates willingness to incorporate new ideas or methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Exhibits flexibility and adaptability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV. JOB COMMITMENT</b>					
<i>Consider the extent to which the employee can be depended on to perform his/her duties without being directed.</i>					
<b>1. Performs Duties Willingly:</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Personal problems do not affect work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provides positive reinforcement to students, staff, and parents as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates a willingness to work with students, employees, and the public regardless of race, gender, age, disability, sexual preference, gender identity, or other protected class status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Displays a desire to work with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Maintains general knowledge of home/school relations (school families, parent pick-ups, legal matters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Accepts Suggestions and Follows Directions:</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Considers constructive criticism and makes necessary changes in performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Follows directions of supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>V. TECHNOLOGY AND EQUIPMENT</b>					
<i>Consider the extent to which the employee utilizes technology to achieve efficiencies in the delivery of his/her duties.</i>					
	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Exhibits adequate knowledge of applicable software systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits proficiency with functions of technology equipment. Assists in keeping equipment in good working order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Applies technology to enhance delivery of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Exhibits proficiency with functions of technology equipment. Participates in training needed to have required skill level and increased skill in operation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uses applications: Microsoft Word, Excel, Lawson, Aesop, etc. in the completion of work tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>VI. OTHER DUTIES AS RELATED – CLERICAL</b>					
	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Demonstrates knowledge of basic office procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maintains appointments calendars, schedules appointments, conferences and meetings as requested or required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Collects and prepares data as needed, reviews for accuracy, completeness and conformance to established standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Maintains student files and records; prepares files and records for entering and withdrawing students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assist in coordinating meetings. Maintains and updates mailing lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assists with maintenance of physical facilities including room setup and other tasks in preparation for activities and other program events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Maintains a wide variety of manual and electronic documents, files and records (e.g. state and federal grants data, budget data, employee records, financial records, reports, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Prepares a variety of documents (e.g. correspondence, charts, state reports, requisitions, agendas, minutes, event programs, bulletins, reports, mail, memos, time sheets, work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of communicating and disseminating information and/or creating documentation in compliance with established guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Manages daily mail processing in a timely manner, including pick up, sorting, and delivery. Employee understands mail regulations and bulk mail procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Written materials are proofed and accurate upon completion. Materials are well constructed and layout is attractive. Copies of materials and documents are placed in appropriate locations and are easily retrievable by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Prepares general correspondence, memorandums, reports, schedules, and other materials from rough draft, copy, notes or verbal instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Orders and distributes publications in a timely manner. Files or distributes after staff review. Maintains the reference files and the handout files.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Responds to a variety of inquiries from a variety of internal and external parties (e.g. students, staff, parents, state agencies, public agencies, etc.) for the purpose of providing information or direction and/or facilitating communication among parties and referral for addressing inquiries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>VII. OTHER DUTIES AS RELATED – BOOKKEEPING</b>					
	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Initiate contact with vendors relative to supply and equipment availability, invoices, purchase orders, and contracts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Purchase by competitive bidding, informal quotations, and negotiation, and in compliance with Board and Financial Department policy, items of supply and equipment necessary for the operation of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Monitor all purchase requisitions to determine correctness of information and price extensions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is aware of supplies/materials in inventory. Orders needed supplies in a timely manner. Considers price when placing orders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Reconciles account balances for assigned budget categories (e.g. appropriate account numbers and pay rate for District employees, mileage reimbursement forms, etc.) for the purpose of maintaining accurate account balances and ensuring compliance with established accounting practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Is ethical in all dealings with school funds and finances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>VIII. SAFETY, EQUIPMENT AND MATERIALS</b>					
<b>1. Safety:</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Ensures a hazard-free environment for students, staff and himself/herself, i.e. lock doors, cabinets desk drawers, secure equipment and medication, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Follows District safety policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Equipment and Materials:</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Demonstrates knowledge of equipment, materials and methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Evaluator's Comments – Employee's Major Strengths and Accomplishments:</p>
<p>Areas Needing Improvement: <i>Identify areas from Sections I, II, III, IV or V where improvement in job performance is needed and specify action plans recommended to achieve successful work standard.</i></p>
<p>Employee's Comments:</p>
<p>Give an overall appraisal of the employee's job performance:</p>
<p>What can be done to increase the employee's value to 4J?</p>

Name of Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature (if different from Evaluator): \_\_\_\_\_ Date: \_\_\_\_\_

*My signature below indicates I have read this evaluation and have been counseled by my immediate supervisor. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within 10 working days, and my comments will be attached to the evaluation form in my personnel file.*

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Copy of the evaluation shall be placed in the employee's personnel file***