

CENTRAL CONSOLIDATED SCHOOL DISTRICT
Support Staff Evaluation Form
2021-2022
Due: April 9, 2022

Employee: _____

Position Title: _____

Evaluator: _____

School: _____

Performance Criteria

(Please see **Support Staff Evaluation Rubric**)

Performance standards are either expressed or implied as an integral part of support staff job descriptions/responsibilities.

Performance Level

(Please check appropriate box)

4 = Significant Strength
 3 = Proficient
 2 = Basic
 1 = Area of Concern

	Significant Strength 4	Proficient 3	Basic 2	Area of Concern 1
1. DEPENDABILITY (demonstrates commitment to demands of the job; meets deadlines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ATTITUDE (flexible, respectful, cooperative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. INITIATIVE (self-motivated, resourceful; independent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. JUDGEMENT (discretion, confidentiality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. FOLLOWS CHAIN OF COMMAND	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. TEAMWORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. JOB KNOWLEDGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. PROFESSIONAL GROWTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. OVERALL EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ESSENTIAL JOB DUTIES (Median overall score, see rubric for specifics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. ATTENDANCE

Satisfactory Unsatisfactory

Attendance Comments:

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**Central Consolidated School District
Support Staff Evaluation Form (Continued)**

Name of Employee: _____

Evaluator comments on performance to expectations:

Employee comments on performance to expectations:

Evaluator must sign before this evaluation is presented to the employee.

Signature of Evaluator

Signature of Administrator

Date

Date

The employee's signature indicates only that he/she has seen this evaluation and does not indicate agreement or disagreement with the evaluation.

Signature of employee

Date

Printed name of employee

Date

Central Consolidated School District Support Staff Evaluation Rubric

<u>Job Standard</u>	<u>Significant Strength</u>	<u>Proficient</u>	<u>Basic</u>	<u>Area of Concern</u>
1) Dependability	<ul style="list-style-type: none"> * Gives administration advanced written notice when absence is anticipated * Consistently completes tasks and meets deadlines, sometimes in advance of schedule * Initiates communication with supervisor re: status of ongoing or unfinished projects 	<ul style="list-style-type: none"> * Prepared to start work on time * Informs administration of absence in a timely manner * Completes tasks and meets deadlines 	<ul style="list-style-type: none"> * Arrives at work on time * Follows sub-line and/or emergency absentee procedures * Generally completes tasks on time 	<ul style="list-style-type: none"> * Frequently arrives to work late or leaves early * Fails to notify administration of tardiness or absence * Assigned tasks/projects are late or incomplete
2) Attitude <ul style="list-style-type: none"> * flexible * respectful * cooperative 	<ul style="list-style-type: none"> * Volunteers for unanticipated assignment * Engages in unplanned activities when scheduled is unexpectedly open 	<ul style="list-style-type: none"> * Anticipates schedule changes and adjusts activities accordingly * Independently identifies where assistance is needed and provides it 	<ul style="list-style-type: none"> * When given direction accepts unanticipated scheduled assignment * Upon request will assist students, co-workers and supervisors 	<ul style="list-style-type: none"> * Is unavailable for reassignment when schedule is unexpectedly open * Refuses or argues about reassignment * Displays negative attitude toward assisting others
3) Initiative <ul style="list-style-type: none"> * self-motivated * resourceful * independent 	<ul style="list-style-type: none"> * Anticipates new ideas and assists where needed * Suggests solutions and ideas to supervisor/administration 	<ul style="list-style-type: none"> * Asks questions to improve job performance or secure resources 	<ul style="list-style-type: none"> * Sometimes appears indifferent towards work assignments * Make improvements only when directed 	<ul style="list-style-type: none"> * Carries out tasks half-heartedly or reluctantly * Disregards supervisor's suggestions or requires continual monitoring
4) Judgment <ul style="list-style-type: none"> * discretion * confidentiality 	<ul style="list-style-type: none"> * Protects confidentiality of student/family/colleague/other * Seeks out information related to law or school policy and rules 	<ul style="list-style-type: none"> * Implements all school and district guidelines for confidentiality 	<ul style="list-style-type: none"> * Practices confidentiality by implementing school/district 'need to know' guidelines * Reports violations of law or school policy and rules to administration 	<ul style="list-style-type: none"> * Indiscreet disclosure of personal information * Ignores violations of law or school policy and rules

Support Staff Evaluation Rubric (Continued)

<u>Job Standard</u>	<u>Significant Strength</u>	<u>Proficient</u>	<u>Basic</u>	<u>Area of Concern</u>
5) Follows chain of command when communicating with coworkers, teachers, other professional staff and administration.	<ul style="list-style-type: none"> * Differentiates between decisions that need administrator approval from those that are within the employee's role * Initiates and responds to contact with supervising teacher or others by written or oral means * Volunteers to assist others in record keeping or reporting tasks 	<ul style="list-style-type: none"> * Appropriately seeks out direction from supervisor * Independently completes forms and reports accurately * Responds to all requests for information 	<ul style="list-style-type: none"> * Follows supervisor's directions * With supervision, can complete forms required by district in a timely manner * Inconsistently responds to written or verbal requests for information 	<ul style="list-style-type: none"> * Disregards supervisor's directions * Incomplete or late with form completion * Ignores requests by supervisors or others for written or verbal information
6) Teamwork	<ul style="list-style-type: none"> * Works well with others, including coworkers, administration and students * Demonstrates excellent interpersonal skills 	<ul style="list-style-type: none"> * Congenial and cooperative * Ability to work well with others 	<ul style="list-style-type: none"> * Cooperates with others when required * Limited interpersonal skills 	<ul style="list-style-type: none"> * Does not work well with others * Uses negative tone of voice, inappropriate volume and pitch when speaking * Makes demeaning, critical or condescending remarks
7) Job Knowledge	<ul style="list-style-type: none"> * Very good knowledge and skills to perform job * Understands all phases of work with little or no coaching 	<ul style="list-style-type: none"> * Sufficient knowledge and skills to perform job * Usually quick to understand & learn 	<ul style="list-style-type: none"> * Sufficient knowledge and skills to perform job at a basic level * Requires frequent instruction & explanation 	<ul style="list-style-type: none"> * Lacks knowledge and skills about work duties * Serious knowledge retention problems * Requires constant instruction & explanation
8) Professional Growth	<ul style="list-style-type: none"> * Attends training offered by district or school * Furthers education through college courses or conferences 	<ul style="list-style-type: none"> * Attends most training offered by district or school * Demonstrates interest in expanding skill set for the job 	<ul style="list-style-type: none"> * Attends training as required by administration * Little interest in expanding skills beyond basics needed for the job 	<ul style="list-style-type: none"> * Does not attend training or other in-service opportunities
9) Overall Evaluation	<ul style="list-style-type: none"> * Performance is excellent overall in most categories 	<ul style="list-style-type: none"> * Performing at above average in most categories 	<ul style="list-style-type: none"> * Performing to minimum required in most categories 	<ul style="list-style-type: none"> * Substandard/unacceptable performance, requires immediate improvement