

CENTRAL CONSOLIDATED SCHOOL DISTRICT
Staff Evaluation Form
School Year
Due May 10, 2024

Employee: _____

Position Title: _____

Evaluator: _____

School: _____

Performance Criteria

(see Evaluation Rubric)

Performance standards are either expressed or implied as an integral part of support staff job descriptions and 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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Staff Evaluation Form

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

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Staff Evaluation Form

<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

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<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