

CORVALLIS SCHOOL DISTRICT

CLASSIFIED EVALUATION



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INTRODUCTION

The Corvallis School District started piloting a new evaluation process in the 2014-15 school year. The District believes evaluation systems are to support ongoing professional learning using clear standards of practice and expectations. All employees in the district serve an important role in the district's overall goal of improved learning and achievement of all students. Based on this value, the new classified evaluation rubric is designed to use common language aligned with our licensed evaluations.

This handbook is a living document outlining procedures and process for continued professional growth for all classified positions.

STANDARDS

The standards identify the aspects of an employee's responsibilities broken out into 4 domains: Planning and Organization, Communication and Interpersonal Skills, Job Performance – general and specific to each position, and Professionalism/Follows District Policies and Safety Procedures. The District's workplace expectations are also weaved into these domains and are not listed separately.

PERFORMANCE LEVELS

The classified evaluation rubric includes four levels of performance: Ineffective, Emerging, Proficient, and Distinguished.

Ineffective: The employee's performance is insufficient to meet the standards. The employee needs significant improvement. Performance is unacceptable at this level.

Emerging: The employee is beginning to develop a basic understanding of the standards but needs to develop more skills. The employee requires close supervision and has areas to improve to meet all standards 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. The employee fully meets the job requirements and expectations.

Distinguished: Consistently surpasses and excels standards as evident through work performance. The employee has superior skills, regularly goes beyond expectations, and is often sought out by other staff to learn from. Distinguished is very high level performance and viewed as "good place to visit, but don't expect to live there."

As a summary of the levels of performance, a swimming metaphor is helpful. The employee at the Ineffective level could be compared to a non-swimmer who has been thrown in deep water and is drowning. The swimmer, who can manage the dog paddle, but nothing else, is similar to the employee performing at the Emerging level; the swimmer can get across the lake but may be swamped if any waves come up. A swimmer with command of a number of different strokes, and the knowledge of when to use which, is similar to an employee performing at the Proficient level. And a competitive swimmer, who is perfecting her strokes, or a swimming teacher, would be the equivalent of the employee performing at the Distinguished level.

CLASSIFIED EVALUATION PROCESS AND TIMELINE

PROBATIONARY STATUS – Nine (9) working months

Activity	Timeline
Job Expectations – Employee and administrator/supervisor review job expectations.	Within two weeks of start date
Mid-Point Check – Employee completes self-assessment with evaluation rubric. Employee and administrator/supervisor discuss progress, self-assessment, and submit mid-point form.	12 month employees - Four months from start date 9/10/11 month employees - By January 30 (or four months if late hire)
Collect Data – Administrator/Supervisor will collect data through observations and check-ins.	Throughout the year
Formal Evaluation – Administrator/Supervisor will share and discuss final evaluation to employee, utilizing the self-assessment and data collected.	12 month employees – Nine months from start date 9/10/11 month employees – By June 15

REGULAR STATUS – Every Two (2) Years

Activity	Timeline
Self-Assessment – Employee completes self-assessment with evaluation rubric. Employee and administrator/supervisor discuss self-assessment.	By October 30 of the year being evaluated
*Goal Setting (Optional) – Collaboration with employee and administrator/supervisor during self-assessment discussion. Goals can be noted on the employee’s self-assessment form.	By October 30
Collect Data – Administrator/Supervisor will collect data through observations and check-ins.	Throughout the year
Formal Evaluation – Administrator/Supervisor will share and discuss final evaluation to employee, utilizing the self-assessment and data collected.	12 month employees – By June 30 9/10/11 month employees – By June 15

CLASSIFIED SELF ASSESSMENT

All classified employees are required to complete the self-assessment during their evaluation year. The Classified Self-Assessment form should be completed online. Probationary employees should complete the Classified Self-Assessment before the mid-year check-in.

Completing the Classified Self-Assessment encourages each employee to examine the evaluation rubric to determine areas of professional/job related growth and to plan for new challenges and opportunities. Using the self-assessment document, the supervisor will consider the feedback from the employee when writing final evaluations.

CLASSIFIED EVALUATION RUBRIC

Domain 1: Planning And Organization	Ineffective	Emerging	Proficient	Distinguished
1a: Prioritizes and organizes tasks effectively.	<p>Organization skills are unsatisfactory.</p> <p>Procrastination results in a failure to meet work goals.</p> <p>A lack of planning for long-range challenges and opportunities creates crisis.</p>	<p>Occasionally monitors progress or makes adjustments.</p> <p>Requires support in planning and organizing for long-range challenges and in setting work goals and priorities.</p>	<p>Level of organization meets expectations for the position.</p> <p>Regularly monitors progress and adapts as necessary.</p> <p>Regularly 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> <p>Always anticipates long-range challenges and opportunities when setting work goals and priorities.</p>
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>
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>With supervision and direction, will perform other tasks 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. Alert to opportunities to improve methods, skills.</p> <p>When assigned work is completed, takes on additional tasks without waiting to be asked.</p>

Domain 2: Communication and Interpersonal Skills	Ineffective	Emerging	Proficient	Distinguished
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.	Understands and follows instructions. Listens carefully and asks questions when needed.	Consistently assists others to understand and follow instructions. Checks for understanding and anticipates questions needing answers.
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.
2c: Collaborates with others to complete tasks and solve problems when appropriate.	There is little to no collaboration, positive support, or encouragement to others.	Only occasionally collaborates with others and provides positive support, but not as often as needed.	When appropriate, collaborates with others and is helpful to complete tasks and solve problems. Displays positive support of staff, the school and District's goals and activities.	When appropriate, initiates collaboration with others in order to complete tasks and solve problems. Independently encourages and is helpful to others. Displays positive support of staff, the school and District's goals and activities.
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. Lacks a positive attitude at work. Avoids open communication.	Communication lacks one of the following qualities: courtesy, tact, or a constructive manner. Inconsistently displays a positive attitude. Occasionally avoids open communication.	Communicates with courtesy, tact, and a constructive manner to all. Displays a positive attitude regularly. Contributes to open communication.	Communicates with courtesy, tact, and a constructive manner to all, even in the face of adversity. Always displays a positive attitude. Initiates and maintains open communication.

Domain 3: Job Performance	Ineffective	Emerging	Proficient	Distinguished
3a: Performs job procedures and responsibilities. (Refer to specific job duties, separate document).	<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</p> <p>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>
3b: Obtains and maintains appropriate licenses, certifications, and/or training.	<p>Required licenses, certifications, and training have not been obtained or maintained.</p>	<p>Is in the process of obtaining or maintaining the licenses, certifications, and training required for the position.</p>	<p>Obtains or maintains all licenses, certifications, and training required for the position.</p>	<p>Obtains and maintains value-added licenses, certifications, and training beyond that which is required for the position.</p>
3c: Displays neatness, accuracy and skillfulness.	<p>Work produced is of unacceptable quality.</p> <p>Work frequently needs to be redone</p> <p>Work is rarely accurate, neat, or thorough.</p>	<p>Inconsistently produces work that meets quality expectations for neatness and accuracy.</p> <p>Work occasionally needs to be redone</p> <p>Displays a basic understanding of work quality standards.</p>	<p>Produces work that meets quality expectations for neatness and accuracy.</p> <p>Work rarely needs to be modified</p> <p>Demonstrates ability to meet work quality standards.</p>	<p>Consistently produces work of high quality, exceeding expectations for accuracy and detail.</p> <p>Work is completed accurately.</p> <p>Consistently exhibits skill in achieving work quality standards.</p>
3d: Demonstrates ownership and task-orientation in work.	<p>Tasks are not completed.</p> <p>Work is rarely accomplished without close supervision.</p>	<p>Occasionally distracted from task; thereby making it difficult to meet production standards.</p> <p>Often needs reminders to complete assigned tasks.</p> <p>Seldom accomplishes more than assigned work.</p>	<p>Meets production standards expected of the position.</p> <p>Completes assigned tasks.</p> <p>Usually accomplishes more than assigned work.</p>	<p>Consistently exceeds production standards expected of the position.</p> <p>Seeks other tasks when assigned work is completed</p> <p>Consistently accomplishes more than assigned work.</p>

Domain 3: Job Performance cont.	Ineffective	Emerging	Proficient	Distinguished
3e: Identifies and uses resources - including equipment and technology specific to the position - efficiently and effectively.	Quality of work undermines the efficient achievement of position goals and objectives. Wastes time and supplies. Does not use and/or maintain equipment and supplies efficiently or effectively.	Quality of work is beginning to meet standards but is not done consistently and efficiency is not yet achieved. Occasionally uses technology and supplies to produce work of consistent quality.	Quality of work meets standards for position. Completes tasks with satisfactory efficiency. Proficiently uses technology and supplies to produce quality work.	Quality of work exceeds standards for position. Completes tasks with exceptional efficiency. Skillfully uses technology and supplies to produce work of exceptional quality.
3f: Keeps appropriate records.	Record keeping is usually late and/or incomplete.	Maintains records, but not in a complete or timely manner.	Keeps accurate and timely records as appropriate.	Keeps complete, accurate and timely records as appropriate. Takes responsibility for devising and improving record-keeping systems.
3g: Works independently.	Does not work independently.	Occasionally is effective working independently with little direct supervision.	Regularly effective working independently with little direct supervision.	Consistently effective working independently without direct supervision: self-reliant.
3h: Adapts to changes in job duties.	Changes in job duties met 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.

Domain 4: Professionalism/ Follows District Policies and Safety Procedures	Ineffective	Emerging	Proficient	Distinguished
4a: Attends work regularly and on time.	Absences and/or tardiness are frequent and interfere with job performance. Proper notification of absence or lateness is not given. Leave and reporting procedures are not followed.	Absence and/or tardiness may interfere with job performance. Occasionally absent or tardy without proper notification. Inconsistently complies with leave and reporting procedures. Develops a pattern of use with sick leave and/or unpaid personal leaves.	Works within district attendance guidelines. Proper notification of absence or lateness is given. Appropriately and prudently uses leave, adhering to District leave policies.	Attends 100% of scheduled workdays excluding personal day, professional development and vacation. Leave and reporting procedures are followed.
4b: Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Lacks appropriate and professional demeanor including dress, grooming, hygiene, and language.	Occasionally exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Models professional demeanor and language and reminds others to do the same.
4c: Exercises discretion and safeguards confidential information.	Discretion is not exercised. Confidential and privileged information fails to be safeguarded.	Occasionally exercises discretion. Unreliably safeguards confidential and privileged information.	Regularly exercises discretion and safeguards confidential and privileged information.	Models discretion and reliably safeguards confidential and privileged information and reminds others to do the same.
4d: Makes sound decisions under normal and unfamiliar circumstances.	A lack of judgment and sound decision-making are frequently apparent.	Occasionally makes sound decisions, anticipates needs, and uses good judgment.	Makes sound and thoughtful decisions, anticipates needs, and uses good judgment. Consult with supervisor in situations not covered by established practices.	Makes sound and thoughtful decisions, anticipates needs, uses good judgment and assists or models for others the use of these skills. Consults with supervisor in situations not covered by established practices and assists others.

Domain 4: Professionalism/ Follows District Policies and Safety Procedures cont.	Ineffective	Emerging	Proficient	Distinguished
4e: Provides direction and/or demonstrates responsibility.	Fails to provide direction or demonstrate responsibility.	Sometimes provides direction and/or demonstrates responsibility.	Demonstrates responsibility, following up to ensure success.	Consistently demonstrates responsibility, following up to ensure success. Assists or models for others the use of these skills.
4f: Demonstrates interest in personal professional development. Sets and achieves professional goals.	Job-growth workshops and/or training opportunities are not taken. Professional goals are not set or achieved.	Occasionally participates in job-growth workshops and/or training opportunities. Occasionally sets and/or achieves professional goals.	Participates 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.
4g: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally by developing and maintaining professional relationships with colleagues and the public.	Treatment of others is disrespectful, lacks civility, fails to value diversity, and promotes rather than resolves conflict. Professional and public relationships are neither developed nor maintained. Does not display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Inconsistently treats people with respect and civility, does not always value diversity, or resolve conflicts professionally. Inconsistently develops and maintains professional relationships with colleagues and the public. Inconsistently displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Regularly interacts and treats all people with respect and civility, values diversity, and resolves conflicts professionally. Usually develops and maintains professional relationships with colleagues and the public. Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Consistently treats all people with respect and civility, values diversity, and resolves conflicts professionally. Consistently develops and maintains professional relationships with colleagues and the public. Takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.
4h: Shares job knowledge and experience to promote department's overall efficiency and productivity.	Job knowledge and experience are not shared with others.	Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Models sharing job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.

Domain 4: Professionalism/ Follows District Policies and Safety Procedures cont.	Ineffective	Emerging	Proficient	Distinguished
4i: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.	Many department or building policies, procedures, work rules, and safety practices are not followed.	Understands most policies, procedures, work rules, and safety practices, but does not routinely follow or understand them without input from supervisor.	Understands and routinely follows policies, procedures, work rules, and safety practices without supervision.	Actively inquires about, comprehends and implements building and department policies, procedures, work rules, and safety practices.

CLASSIFIED MID-POINT CHECK
PROBATIONARY

School Year:

Position:

Location:

Conversation Summary (from mid-point check in meeting):

Areas of strength

Focus areas of growth

Note any trainings and support needed or required, timelines, and who is responsible for arranging.

*Employee Signature

Date

Supervisor Signature

Date

*Employee's signature signifies reading the material to be filed and does not necessarily indicate agreement with its content.