



FNSBSD CLASSIFIED EMPLOYEE EVALUATION INSTRUMENT

Employee Name	F-number	Job Title	School/Department
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Evaluation Date	Evaluator	Type of Assessment <input type="checkbox"/> Probationary <input type="checkbox"/> Interim <input type="checkbox"/> Annual	Overall Rating Standards *** <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable
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Please refer to the Classified Employee Evaluation Handbook for guidance on the facilitation of this evaluation instrument.

The following are **important reminders** to consider when completing this evaluation:

- Twelve month employees shall receive annual performance evaluations on or before their anniversary dates
- School term employees shall receive annual performance evaluations on or before May 1st.
- Probationary employees (those classified employees employed four months or less) shall be given a performance evaluation during their probationary period.
- All classified employees can receive an interim evaluation whenever the evaluator deems necessary.
- The evaluation must include a face-to-face meeting between the employee and the employee’s immediate supervisor to discuss position responsibilities, performance expectations for the future, and the performance ratings.
- Mark the N/A box when that standard does not apply to the job description of the employee. When necessary, explain why the standard is not applicable.
- Employees shall be given a five work day period to submit a response to their evaluation. The response shall be forwarded to the human resources department and will be attached to the evaluation in the employee’s personnel file.
- Please refer to page 3 of the Classified Employee Evaluation Handbook to determine which positions will be evaluated under Section 7.3.

***** Overall Rating Standards:**

- The employee shall be given an overall rating of needs improvement if the employee receives two or more “needs improvements” ratings.
- The employee shall be given an overall rating of unacceptable if the employees receives one or more “unacceptable work performance” ratings.
- The employee should not be rated “unacceptable” without documentation (i.e. email, document of an oral conversation, discipline action) to show the performance issue has been discussed and reviewed during the evaluation period.
- An overall rating of both needs improvement and unacceptable requires the implementation of a plan of improvement. Please consult with the human resources department for further guidance.

Questions or concerns can be directed to the following:

Human Resources Coordinator	452-2000 ext. 11381
Employee and Labor Relations	452-2000 ext. 11386
ESSA Union Office	456-4435

STANDARD	EXCEEDS STANDARD (ES)	MEETS STANDARD (MS)	NEEDS IMPROVEMENT (NI)	UNACCEPTABLE WORK PERFORMANCE (U) Plan of Improvement Required
1. Punctuality, Attendance, and Use of Time a. Starts work on time and consistently maintains a punctual daily work schedule; maintains regular attendance.	<input type="checkbox"/> Is punctual; never late or absent without good cause and always contacts supervisor; consistently utilizes the timekeeping system.	<input type="checkbox"/> Occasionally late or absent but usually with good reason and consistently contacts supervisor; consistently utilizes the timekeeping system.	<input type="checkbox"/> Absent or late more than desirable; absences and tardiness impact work performance; does not report absences, tardies, or variations of schedule to supervisor; does not correctly utilize the timekeeping system.	<input type="checkbox"/> Is chronically late or absent; fails to contact supervisor; fails to utilize the timekeeping system.
b. Organizes, prioritizes, and completes tasks effectively and in a timely manner.	<input type="checkbox"/> Excellent organizational skills, with a focus on developing and following effective routines and procedures, and on identifying priorities. Work is of excellent quality; production is exceptional; tasks are completed on or before deadlines; utilizes work time in a highly responsible and productive manner.	<input type="checkbox"/> Organizational skills are good, with procedures developed and followed for routine tasks; tasks are prioritized. Work and productions are average, with few errors, and are completed by deadline; utilizes work time in a responsible and productive manner.	<input type="checkbox"/> Lacks organizational skills, even with some routine tasks; develops and accomplishes priorities. Deadlines are often not met; sometimes fails to utilize work time in a responsible and productive manner.	<input type="checkbox"/> Work is not acceptable; unable to prioritize; seldom meets deadlines. Does not use work time in a responsible and productive manner.
2. Initiative a. Carries out responsibilities independently; assumes additional responsibility when appropriate.	<input type="checkbox"/> Self-starter; consistently stays focused on priorities; utilizes available resources effectively; assumes additional responsibilities for tasks as appropriate; requires very little supervision.	<input type="checkbox"/> Takes responsibility for assigned tasks; maintains focus; anticipates, recognizes and meets demands and deadlines; requires limited supervision.	<input type="checkbox"/> Difficulty working independently; has problems maintaining focus and completing assigned tasks; seldom seeks additional tasks; requires regular supervision.	<input type="checkbox"/> Does not complete assigned tasks or focus on priorities; does not take initiative; consistently requires supervision.
b. Recognizes problems and takes appropriate action to solve them.	<input type="checkbox"/> Anticipates problems, creates and implements appropriate and effective solutions.	<input type="checkbox"/> Recognizes problems and suggests solutions. Modifies priorities to address problems.	<input type="checkbox"/> May recognize problems, but does not address problems or suggest solutions.	<input type="checkbox"/> Does not recognize or take responsibility for reporting or solving problems.
3. Customer Service a. Serves the public in a positive manner.	<input type="checkbox"/> Consistently demonstrates courtesy, tact, and discretion when interacting with the public.	<input type="checkbox"/> Demonstrates courtesy, tact, and discretion when interacting with the public.	<input type="checkbox"/> Not always courteous to others, and may convey an unhelpful or negative attitude in working with the public.	<input type="checkbox"/> Is often uncooperative, unhelpful, and discourteous to the public.
b. Establishes and maintains harmonious relationships with co-workers while supporting district goals.	<input type="checkbox"/> Consistently respects and is respected by co-workers; fosters a positive and productive work environment; is highly cooperative and helpful; supports district goals.	<input type="checkbox"/> Gets along well with co-workers; values positive working relationships; supports district goals.	<input type="checkbox"/> At times has difficulty with relationships with co-workers, contributing to a negative or unproductive work environment; occasionally supports district goals.	<input type="checkbox"/> Consistently has difficulty when dealing with co-workers; often opposes district goals.

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<p>c. Treats all students with respect. <input type="checkbox"/> N/A</p> <p>If N/A is marked, please provide a brief explanation in the provided space.</p>	<input type="checkbox"/> Consistently demonstrates respect for all students by establishing a good working rapport and a positive atmosphere for learning.	<input type="checkbox"/> Demonstrates respect for all students by establishing a good working rapport and positive atmosphere for learning	<input type="checkbox"/> Inconsistent in showing respect for students or establishing a positive atmosphere for learning.	<input type="checkbox"/> Fails to demonstrate respect for students or establish a positive atmosphere for learning.
<p>4. Communications a. Speaks clearly and effectively.</p>	<input type="checkbox"/> Demonstrates strong, effective oral communication skills using clear, precise, and grammatically correct language in a confident and professional manner.	<input type="checkbox"/> Demonstrates effective oral communication skills using clear and precise language necessary to effectively complete job duties.	<input type="checkbox"/> Is inconsistent or ineffective in the demonstration of oral communication skills.	<input type="checkbox"/> Lacks oral communication skills which makes completion of assigned duties difficult.
<p>b. Conveys written information in a clear, precise, grammatically correct, and professional manner. <input type="checkbox"/> N/A</p> <p>If N/A is marked, please provide a brief explanation in the provided space.</p>	<input type="checkbox"/> Excels at providing written information that is clear, precise, grammatically correct, and professional.	<input type="checkbox"/> Consistently conveys written information in a clear, precise, grammatically correct, and professional manner.	<input type="checkbox"/> Written information is frequently unclear, contains excessive errors, and may often be difficult to understand.	<input type="checkbox"/> Needs to improve the quality of written information required for accomplishing job responsibilities.
<p>5. Flexibility Responds appropriately to challenges, changes, and new situations.</p>	<input type="checkbox"/> Consistently demonstrates a willingness and ability to successfully adapt to changing demands.	<input type="checkbox"/> Generally demonstrates a willingness and ability to successfully adapt to changing demands.	<input type="checkbox"/> Somewhat reluctant or unable to adapt to change, challenges, or feedback.	<input type="checkbox"/> Does not adapt to change well. Does not modify behavior in response to feedback.
<p>6. Safety practices in the workforce a. Personal Follow all safety rules, regulations and instructions to include operation and maintenance of equipment.</p>		<input type="checkbox"/> Follows all safety rules, regulations, and instructions for safe, knowledgeable operations and maintenance of equipment and work area.		<input type="checkbox"/> Repeatedly breaks or ignores safety rules, regulations or instructions.
<p>b. Environment; materials are organized and stored in an acceptable and safe manner. There are no identified safety hazards. The work area is clean and sanitary.</p>		<input type="checkbox"/> The work area is neat, sanitary, organized and conducive to a safe, efficient workspace.	<input type="checkbox"/> The work area is often disorganized and interferes with safe and efficient work performance.	<input type="checkbox"/> The work area is so disorganized that efficient performance is not possible.

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7. General job knowledge a. Understands personal role in fulfilling the functions of the specific job description.	<input type="checkbox"/> Excellent, thorough understanding and application of job functions.	<input type="checkbox"/> Good understanding and application of job functions.	<input type="checkbox"/> Some understanding of job requirements and job functions, but requires additional training and constant supervision.	<input type="checkbox"/> Lacks understanding of job functions; may be unwilling or unable to learn necessary skills.
b. Understands and follows FNSBSD policies and procedures, staff and student handbook, and state and federal mandates.		<input type="checkbox"/> Consistently implements program and district policies and procedures; makes accurate recommendations for action based on district mandated policies and procedures; completes mandatory training.	<input type="checkbox"/> Fails to consistently implement policies, procedures, or mandates; completes mandatory training.	<input type="checkbox"/> Demonstrates minimal regard for policies, procedures, or mandates; does not follow expected requirements; does not complete mandatory training.
c. Uses technology to fulfill job expectations. <input type="checkbox"/> N/A	<input type="checkbox"/> Continually seeks the most up-to-date information on technological developments; integrates technology as a tool.	<input type="checkbox"/> Demonstrates the ability to use current technological knowledge and developments.	<input type="checkbox"/> Lacks a basic understanding of current technology and makes minimal use of computers; may avoid integration of technology applications.	<input type="checkbox"/> Knows little about technology and makes no apparent effort to learn, lack of understanding affects job performance.
If N/A is marked, please provide a brief explanation in the provided space.				
d. Maintains confidentiality of privileged information.		<input type="checkbox"/> Protects the confidentiality of privileged information.		<input type="checkbox"/> Fails to consistently maintain confidentiality.
7.1 Job Knowledge-Instructional <input type="checkbox"/> N/A a. Understands how students learn and develop; implements learning and behavior management techniques.	<input type="checkbox"/> Consistently and positively maintains high standards of learning and behavior; conveys through words, actions, and attitude that each student is capable of meaningful achievement.	<input type="checkbox"/> Demonstrates a general understanding of how students learn; exhibits knowledge of child development and recognizes individual student styles and practices; understands and supports established standards of classroom and school behavior.	<input type="checkbox"/> Lacks an acceptable understanding of how students learn and develop; inconsistent ability to maintain standards of classroom and school behavior; consistently requires supervision.	<input type="checkbox"/> Does not follow established procedures that address learning and school behavior.
b. Follows and adapts curricula to meet student needs in conjunction with state and local academic standards.	<input type="checkbox"/> Highly successful in implementing activities, materials, and resources to support curricula, meet student needs, and achieve state and local standards.	<input type="checkbox"/> Implements developed activities, materials, and resources to support curricula, meet student needs to achieve state and local standards.	<input type="checkbox"/> Lacks an understanding of how to implement activities, materials, and resources to support curricula, meet student needs and achieve state and local standards.	<input type="checkbox"/> Does not implement activities, materials, and resources to support curricula, meet student needs, and achieve state and local standards.

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c. Maintains accurate records; compiles information and produces reports, documents, and correspondence in a timely manner.	<input type="checkbox"/> Independently maintains highly organized, effective record-keeping systems; analyzes information, and produces accurate reports, documents, and correspondence.	<input type="checkbox"/> Maintains organized and effective record-keeping systems; analyzes information, and produces accurate reports, documents, and correspondence.	<input type="checkbox"/> Possesses only basic organizational record-keeping skills; reports, documents, and correspondence are sometimes inaccurate or not timely.	<input type="checkbox"/> Lacks organizational record-keeping skills; reports, documents, and correspondence are consistently inaccurate or not timely.
7.2 Job Knowledge- Non-Instructional Administrative <input type="checkbox"/> N/A a. Maintains accurate records; compiles information and produces reports, documents, and correspondence in a timely manner.	<input type="checkbox"/> Independently maintains highly organized, effective record-keeping systems; analyzes information, and produces accurate reports, documents, and correspondence.	<input type="checkbox"/> Maintains organized and effective record-keeping systems; analyzes information, and produces accurate reports, documents, and correspondence.	<input type="checkbox"/> Possesses only basic organizational record-keeping skills; reports, documents, and correspondence are sometimes inaccurate or not timely.	<input type="checkbox"/> Lacks organizational record-keeping skills; reports, documents, and correspondence are consistently inaccurate or not timely.
b. Provides support services necessary to fulfill the mission of the department or program.	<input type="checkbox"/> Independently provides necessary support services for program functions. Schedules events, enlist the participation of appropriate people and notifies those involved.	<input type="checkbox"/> Provides necessary support for assigned functions.	<input type="checkbox"/> Has difficulty providing the necessary support for program functions. Needs assistance in utilizing appropriate resources.	<input type="checkbox"/> Fails to provide the necessary support for program functions. Does not seek assistance in utilizing appropriate resources.
7.3 Job Knowledge- Technical <input type="checkbox"/> N/A a. Demonstrates competency in the skills required by the employee's job description.	<input type="checkbox"/> Works above and beyond the skill level as required by the employee's job description.	<input type="checkbox"/> Demonstrates competency in the skills required by the employee's job description.	<input type="checkbox"/> Consistently demonstrates a lack of competency in the skills required by the employee's job description.	<input type="checkbox"/> Does not have the skills required by the employee's job description to be successful in performing the job requirements.
7.4 Job Knowledge Head <input type="checkbox"/> N/A a. Plans, schedules, & coordinates work for employees to perform the work efficiently. Follows up to ensure the project has been successfully completed.	<input type="checkbox"/> Consistently plans, schedules, & coordinates work for employees to perform the work efficiently. Projects are always reviewed for completeness. Actions are taken if additional work is needed to complete.	<input type="checkbox"/> Plans, schedules, & coordinates work for employees to perform the work efficiently. Projects are reviewed for completeness. Actions are taken if additional work is needed to complete.	<input type="checkbox"/> Inconsistently plans, schedules, & coordinates work for employees to perform the work efficiently. Projects are inconsistently reviewed for completeness. Actions are taken inconsistently if additional work is needed to complete.	<input type="checkbox"/> Does not plan, schedule, or coordinate work for employees to perform the work efficiently. Projects are never reviewed for completeness. Actions never are taken if additional work is needed to complete.

Performance Summary for this Evaluation Period:

Employer Comments, General Comments, Training, and Development Recommendations (may be directly related to the employee's current job or to help the employee develop skills for advancement):

I have reviewed this performance review with my supervisor and have received a copy. I understand the original will be placed in my personnel file, and that if I do not sign, an unsigned copy will go in the personnel file. My signature does not necessarily indicate agreement with the assessment. I understand that within five (5) work days, I may provide my supervisor or the human resources department with a written response to be attached to this assessment.

<u>Employee's Name</u>	<u>Signature</u>	<u>Date</u>
<u>Name/Title for Contributing Supervisor/Head</u>	<u>Signature</u>	<u>Date</u>
<u>Supervisor's Name/Title</u>	<u>Signature</u>	<u>Date</u>

If the overall rating was "Unacceptable," was supporting documentation presented to the employee? Yes No

If the evaluation is submitted late, please provide a brief explanation:

If the evaluation qualifies for a Plan of Improvement (please notify the Director of Labor Relations of pending POI):

Mutually Agreed Upon Conference Date and Time for Development of Plan of Improvement:
