



# SIUSLAW SCHOOL DISTRICT 97J

2111 Oak Street ♦ Florence, Oregon 97439 ♦ (541) 997-2651 ♦ Fax (541) 997-4160  
School District Website: <http://www.siuslaw.k12.or.us>

**Motivating and Preparing All Students to Reach Their Greatest Potential**  
Siuslaw Elementary School ♦ Siuslaw Middle School ♦ Siuslaw High School

## MEMORANDUM OF UNDERSTANDING Between Oregon School Employees Association Siuslaw Chapter #57 and Siuslaw School District 97J

This Memorandum of Understanding is entered into by and between the Oregon School Employees Association Siuslaw Chapter #57 (OSEA) and Siuslaw School District 97J.

**With regards to Article IX Probation / Promotions / Evaluations**, as developed collaboratively with OSEA Chapter #57 Representatives and Siuslaw School District building administrators, the following schedule and documents will be in the evaluation of classified staff:

1. In keeping with the tenets of the contract regarding evaluation timeline, the following schedule has been collaboratively developed, please see attached document.
2. The collaboratively developed self-evaluation form contains the following work related performance criteria, please see attached document.
3. The collaboratively developed Classified Summative Evaluation form used for the Probationary 60 Day review, the Probationary 100 Day review, and the annual Summative Evaluation contains the following work related performance criteria, please see attached document.
4. The updated evaluation criteria and materials will be incorporated into the collective bargaining agreement at the first possible opportunity, at the next contract negotiations.
5. Nothing in this Agreement constitutes a waiver of any party's legal rights, assertions, or positions taken, except as specifically set forth herein.
6. This Agreement shall not establish precedent or past practice between the parties and cannot be relied upon in future disputes as establishing precedent or past practice.
7. Except as specifically set forth herein, nothing in this Agreement impacts the rights, obligations and benefits provided in the collective bargaining agreement between the parties.

for the OSEA Siuslaw Chapter #57

For the Siuslaw School District 97J

JAMES A. NEIDER  
Name

Andrew S. Grzeskowiak, Superintendent  
Name

James A. Neider  
Signature

10-17-19  
Date

Andrew S. Grzeskowiak  
Signature

10/17/19  
Date

## Siuslaw School District Evaluation Process/Timeline

### **Probationary & Temporary Classified Staff**

---

Scheduled By 1 Month from Date of Hire	Self-Assessment and Beginning of Year Development	Staff Member
Scheduled Prior to 60 Days of Employment	Performance Review – Summative Evaluation	Administrator
Scheduled Prior to 100 Days of Employment	Performance Review – Summative Evaluation	Administrator
Scheduled By Apr 1	Self-Assessment Form and End of Year Summary	Staff Member
Scheduled By Apr 15	Summative Evaluation	Administrator

### **Classified Staff**

---

Scheduled By Oct 30	Self-Assessment and Beginning of Year Development	Staff Member
Scheduled By Apr 1	Self-Assessment and End of Year Summary	Staff Member
Scheduled By Apr 15	Summative Evaluation	Administrator

*\* The evaluation process may be managed electronically*

*\* Staff members may request mini observations*

*\* Any concerns noted during a mini/informal observation will be discussed with the staff member in a timely manner*

*\* By June 30, all evaluation paperwork will be filed with Human Resources*



**Siuslaw School District  
Classified Evaluation  
Self-Evaluation**

Staff Member: \_\_\_\_\_ Position: \_\_\_\_\_ Location: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  Self-Evaluation

Employment Status:  Probationary  Temporary  Regular

**JOB KNOWLEDGE/PRODUCTIVITY:** *Understands job concepts and requirements; possesses necessary skills and knowledge for the job; uses and implements necessary methods and tools for the job; pays attention to detail; produces quality work.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Does not have an understanding of the principles, concepts, and requirements of the job. <input type="checkbox"/> Does not use current methods, information, and technology to complete work. <input type="checkbox"/> Quantity and quality of work is inadequate.	<input type="checkbox"/> Typically understands principles, concepts, and requirements of the job. <input type="checkbox"/> Implements use of current methods, information, and technology to complete work. <input type="checkbox"/> Seeks to improve job knowledge and skills to improve work quality. <input type="checkbox"/> Quantity and quality of work is adequate.	<input type="checkbox"/> Understands the principles, concepts, and requirements of the job. <input type="checkbox"/> Consistently and skillfully uses current methods, information, and technology to complete work; shares expertise with others. <input type="checkbox"/> Identifies and implements new procedures to improve work quality. <input type="checkbox"/> Routinely gets the job done and produces high quality work.	<input type="checkbox"/> Thoroughly understands the principles, concepts, and requirements of the job. <input type="checkbox"/> Exhibits exceptional skill at using current methods, information, and technology to complete work; trains/supports the acquisition of these skills to others. <input type="checkbox"/> Is proactive about acquiring, implementing, and sharing new policies, methods, and skills to increase efficiency and effectiveness, adding value to every project. <input type="checkbox"/> Produces a large volume of work of the highest quality.

Comments:

**INITIATIVE:** *Self-starter; proactive; invested in job; takes on new challenges; sets goals.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits little interest in job. <input type="checkbox"/> Is not a self-starter. <input type="checkbox"/> Completes only minimal job requirements.	<input type="checkbox"/> Shows interest in job. <input type="checkbox"/> Is a self-starter in some areas. <input type="checkbox"/> Looks for ways to be proactive. <input type="checkbox"/> Willing to take on new challenges and set measurable, attainable goals.	<input type="checkbox"/> Consistently shows high level of interest in job. <input type="checkbox"/> Routinely a self-starter. <input type="checkbox"/> Consistently proactive. <input type="checkbox"/> Takes on new challenges and sets measurable, attainable goals; takes action to complete them.	<input type="checkbox"/> Exhibits exceptionally high job interest level. <input type="checkbox"/> Is a self-starter and exceptionally independent in acquiring new methods and sharing ideas. <input type="checkbox"/> Entirely proactive. <input type="checkbox"/> Leads others in setting measurable, attainable goals and in taking action to complete them. <input type="checkbox"/> Continually seeks creative and innovate ways to broaden job function and enhance productivity.

Comments:

**JUDGMENT:** *Makes sound decisions; analyzes and solves problems; organizes/prioritizes.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Does not make sound decisions; fails to make necessary decisions. <input type="checkbox"/> Fails to organize/prioritize and/or use available resources, resulting in loss of productivity. <input type="checkbox"/> Does not identify impact of decisions on self or others. <input type="checkbox"/> Jumps to conclusions; conclusions not based on fact.	<input type="checkbox"/> Makes sound decisions and is able to problem-solve. <input type="checkbox"/> Organizes/prioritizes and uses available resources to contribute to productivity. <input type="checkbox"/> Identifies impact of decisions on self and others. <input type="checkbox"/> Can make timely decisions based on facts.	<input type="checkbox"/> Consistently demonstrates sound decision-making, analytical, and problem-solving skills. <input type="checkbox"/> Routinely organizes/prioritizes and uses available resources to contribute to productivity. <input type="checkbox"/> Routinely able to identify impact of decisions on self and others and can recognize and contribute to alternate solutions. <input type="checkbox"/> Consistently makes timely decisions based on facts.	<input type="checkbox"/> Clear, strategic thinker who exclusively makes sound decisions. <input type="checkbox"/> Exhibits exceptional ability to analyze, organize/prioritize, and use available resources to enhance productivity and contribute to common goal(s) of the organization. <input type="checkbox"/> Keen ability to identify impact of various decisions and choose the best solution for the most positive outcome, even with limited time or information. <input type="checkbox"/> Leads others in focusing on facts and solutions to make timely, solid decisions.

Comments:

**RELIABILITY/DEPENDABILITY:** *Completes assigned duties; works independently; meets deadlines; keeps commitments.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Rarely able to work independently; work requires close supervision. <input type="checkbox"/> Cannot be depended on to complete work on time; does not keep commitments. <input type="checkbox"/> Does not accept responsibility for outcomes; makes excuses for mistakes.	<input type="checkbox"/> Works independently; work may require intermittent supervision. <input type="checkbox"/> Completes work on time and follows through with commitments. <input type="checkbox"/> Accepts responsibility for outcomes and corrects identified mistakes as directed.	<input type="checkbox"/> Consistently works independently; work requires minimal supervision. <input type="checkbox"/> Routinely completes work on time and follows through with commitments; identifies and communicates situations where commitments need to be adjusted. <input type="checkbox"/> Accepts responsibility for outcomes and independently takes action to correct mistakes.	<input type="checkbox"/> Exceptionally independent; attends to every detail without supervision. <input type="checkbox"/> Goes above and beyond in delivering on job responsibilities; able to independently identify and adjust work to meet all commitments. <input type="checkbox"/> Models responsibility for peers; helps others acquire higher level of responsibility.

Comments:

**FLEXIBILITY/ADAPTABILITY:** *Adapts to new or changing conditions; makes adjustments and changes to work assignments in unforeseen circumstances; maintains positive attitude.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Has difficulty accepting and making adjustments to new or changing conditions. <input type="checkbox"/> Does not demonstrate positive attitude and performs inconsistently in stressful situations.	<input type="checkbox"/> Accepts and adjusts to new or changing conditions. <input type="checkbox"/> Demonstrates a positive attitude and performs well in stressful situations. <input type="checkbox"/> Willing to make adjustments in work assignments as requested.	<input type="checkbox"/> Routinely accepts and adjusts quickly to new or changing conditions. <input type="checkbox"/> Consistently maintains a positive attitude and performs well in stressful situations. <input type="checkbox"/> Contributes positively by collaborating in making adjustments and changes in work assignments.	<input type="checkbox"/> Extremely flexible. <input type="checkbox"/> Quickly and effectively adjusts to new or changing conditions, keeping a positive outcome as the goal; anticipates needs and supports others in transition. <input type="checkbox"/> Continually maintains a positive attitude, thinks clearly, and performs at a high level in stressful situations. <input type="checkbox"/> Demonstrates leadership amongst peers by supporting co-workers in prioritizing and making adjustments and changes in assignments for positive results.

Comments:

**COMMUNICATION/INTERPERSONAL & RELATIONS/TEAMWORK:** *Maintains positive rapport with all stakeholders; tactful, respectful, and courteous; expresses ideas well orally and in writing; collaborative/cooperates with others; exhibits conflict resolution skills; communicates with supervisor.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Uses inappropriate communication that seriously affects job function. <input type="checkbox"/> Does not express ideas in a clear and understandable manner. <input type="checkbox"/> More concerned with communicating own needs than meeting the needs of others. <input type="checkbox"/> Displays unwillingness to listen to and/or work effectively with others. <input type="checkbox"/> Exhibits lack of rapport with stakeholders.	<input type="checkbox"/> Uses appropriate communication. <input type="checkbox"/> Expresses ideas in a clear and understandable manner. <input type="checkbox"/> Recognizes the need, and attempts, to adapt message for various audiences (students, staff, community, etc.) <input type="checkbox"/> Listens well; accepts feedback; works effectively with others. <input type="checkbox"/> Exhibits positive rapport with stakeholders.	<input type="checkbox"/> Consistently uses appropriate communication. <input type="checkbox"/> Routinely expresses ideas in a clear and understandable manner. <input type="checkbox"/> Routinely adapts message for a variety of audiences (students, staff, community, etc.) <input type="checkbox"/> Routinely collaborates well with others; approachable; listens well. <input type="checkbox"/> Exhibits strong, positive rapport with stakeholders.	<input type="checkbox"/> Exclusively uses communication that enhances job function. <input type="checkbox"/> Exhibits exceptional ability to express ideas in a clear and understandable manner. <input type="checkbox"/> Keen ability to adapt message for various audiences (students, staff, community, etc.); checks for audience understanding. <input type="checkbox"/> Models and enhances the collaborative process with all groups; creates and develops cooperative working relationships; active, effective listener; builds confidence in others. <input type="checkbox"/> Tactful, diplomatic in all circumstances; enhances positive rapport with all stakeholders.

Comments:

**PUNCTUALITY/PROCEDURES:** *Reports to work on time; uses leave time appropriately; provides sufficient notice if absent; follows District procedures.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits inconsistent attendance. <input type="checkbox"/> Fails to provide notice of, or satisfactory reason for, absence; fails to secure coverage for position. <input type="checkbox"/> Not punctual; fails to arrive and be ready to work on time. <input type="checkbox"/> Inconsistently adheres to District procedures and expectations.	<input type="checkbox"/> Exhibits good attendance. <input type="checkbox"/> Provides appropriate notice of, and satisfactory reason for, absence; secures coverage for position as required. <input type="checkbox"/> Punctual; arrives and is ready to work on time. <input type="checkbox"/> Adheres to District procedures and expectations.	<input type="checkbox"/> Exhibits consistent attendance. <input type="checkbox"/> Provides advance notice of absence; consistently secures coverage for position as needed; prepares plans in case of absence. <input type="checkbox"/> Consistently punctual; routinely arrives and is ready to work on time. Flexes schedule to meet needs as requested. <input type="checkbox"/> Consistently follows District procedures and expectations.	<input type="checkbox"/> Maintains exceptional attendance. <input type="checkbox"/> Proactively plans for all contingencies in case of absence. <input type="checkbox"/> Always arrives and is ready to work on time. Proactive about flexing schedule to meet varying needs. <input type="checkbox"/> Exclusively adheres to District procedures and expectations.

Comments:

**SAFETY:** *Complies with safety rules; maintains safe working area; reports/corrects unsafe conditions; considers safety of others; completes District safety trainings.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Performs work in a manner that endangers health and safety of others. <input type="checkbox"/> Fails to adhere to safety rules and practices. <input type="checkbox"/> Does not use appropriate protective equipment. <input type="checkbox"/> Does not recognize unsafe conditions.	<input type="checkbox"/> Adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Recognizes unsafe conditions.	<input type="checkbox"/> Consistently adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Recognizes potential unsafe conditions and seeks solutions.	<input type="checkbox"/> Exclusively adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Anticipates potential risks or hazards and takes an active role in identifying possible solutions and correcting unsafe conditions.

Comments:

**PERSONAL & PROFESSIONAL QUALITIES:** *Role model for students; maintains positive attitude; strong work ethic; wears appropriate attire for position; maintains confidence of the community both on and off duty; maintains confidentiality; professional.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Poor role model. <input type="checkbox"/> Does not display a positive attitude. <input type="checkbox"/> Does not demonstrate appropriate work ethic. <input type="checkbox"/> Shares information inappropriately. <input type="checkbox"/> Words and actions may be unprofessional.	<input type="checkbox"/> Appropriate role model. <input type="checkbox"/> Exhibits a positive attitude. <input type="checkbox"/> Typically demonstrates appropriate work ethic. <input type="checkbox"/> Maintains confidentiality standards. <input type="checkbox"/> Displays professionalism.	<input type="checkbox"/> Consistently a positive role model. <input type="checkbox"/> Routinely demonstrates a positive attitude. <input type="checkbox"/> Demonstrates consistent, positive work ethic. <input type="checkbox"/> Maintains confidentiality standards and recognizes potential sensitive situations. <input type="checkbox"/> Displays high level of professionalism.	<input type="checkbox"/> Exemplary role model and leader among peers. <input type="checkbox"/> Always demonstrates a positive attitude. <input type="checkbox"/> Demonstrates exceptional work ethic. <input type="checkbox"/> Keenly adept at recognizing and safeguarding confidential and sensitive information and situations. <input type="checkbox"/> Distinguished professional in every situation.

Comments:

**PROFESSIONAL DEVELOPMENT & IMPROVEMENT:** *Improvement and growth oriented; takes advantage of opportunities to enhance knowledge/skills; receptive to instructions/constructive feedback; self-reflective.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits little evidence toward improving job knowledge and skills. <input type="checkbox"/> Not receptive to constructive feedback and suggestions for improvement. <input type="checkbox"/> Not self-reflective. <input type="checkbox"/> Resistant to change.	<input type="checkbox"/> Typically works to improve job knowledge and skills. <input type="checkbox"/> Receptive to constructive feedback and suggestions for improvement. <input type="checkbox"/> Self-reflective. <input type="checkbox"/> Willing to change and grow.	<input type="checkbox"/> Consistently strives for improvement; seeks additional learning opportunities. <input type="checkbox"/> Participates in professional development activities. <input type="checkbox"/> Listens to constructive feedback and suggestions for improvement; implements changes. <input type="checkbox"/> Routinely self-reflective. <input type="checkbox"/> Welcomes change as necessary for growth.	<input type="checkbox"/> Exceptionally improvement-oriented. <input type="checkbox"/> Actively participates in and leads professional development activities. <input type="checkbox"/> Thoroughly evaluates and integrates own or suggested improvements. <input type="checkbox"/> Continually self-reflective and self-aware of needs for improvement. <input type="checkbox"/> Models positive changes for growth; helps others recognize and integrate changes for positive growth.

Comments:

**BEGINNING OF YEAR DEVELOPMENT**

**1. What do you see as your strongest area of performance? Why (*Employee*):**

**2. What performance area would you like to improve? Why (*Employee*):**

**3. Professional Development Goal (*Employee*):**

**END OF YEAR SUMMARY**

**1. What specific feedback have you received from your supervisor? How did this feedback affect your job performance? (*Employee*):**

**Employee Comments:**



## Siuslaw School District Classified Summative Evaluation

Staff Member: \_\_\_\_\_ Position: \_\_\_\_\_ Location: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Summative Evaluation

Probationary 60 Day       Probationary 100 Day

Employment Status:     Probationary     Temporary     Regular

**JOB KNOWLEDGE/PRODUCTIVITY:** *Understands job concepts and requirements; possesses necessary skills and knowledge for the job; uses and implements necessary methods and tools for the job; pays attention to detail; produces quality work.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Does not have an understanding of the principles, concepts, and requirements of the job. <input type="checkbox"/> Does not use current methods, information, and technology to complete work. <input type="checkbox"/> Quantity and quality of work is inadequate.	<input type="checkbox"/> Typically understands principles, concepts, and requirements of the job. <input type="checkbox"/> Implements use of current methods, information, and technology to complete work. <input type="checkbox"/> Seeks to improve job knowledge and skills to improve work quality. <input type="checkbox"/> Quantity and quality of work is adequate.	<input type="checkbox"/> Understands the principles, concepts, and requirements of the job. <input type="checkbox"/> Consistently and skillfully uses current methods, information, and technology to complete work; shares expertise with others. <input type="checkbox"/> Identifies and implements new procedures to improve work quality. <input type="checkbox"/> Routinely gets the job done and produces high quality work.	<input type="checkbox"/> Thoroughly understands the principles, concepts, and requirements of the job. <input type="checkbox"/> Exhibits exceptional skill at using current methods, information, and technology to complete work; trains/supports the acquisition of these skills to others. <input type="checkbox"/> Is proactive about acquiring, implementing, and sharing new policies, methods, and skills to increase efficiency and effectiveness, adding value to every project. <input type="checkbox"/> Produces a large volume of work of the highest quality.

Comments:

**INITIATIVE:** *Self-starter; proactive; invested in job; takes on new challenges; sets goals.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits little interest in job. <input type="checkbox"/> Is not a self-starter. <input type="checkbox"/> Completes only minimal job requirements.	<input type="checkbox"/> Shows interest in job. <input type="checkbox"/> Is a self-starter in some areas. <input type="checkbox"/> Looks for ways to be proactive. <input type="checkbox"/> Willing to take on new challenges and set measurable, attainable goals.	<input type="checkbox"/> Consistently shows high level of interest in job. <input type="checkbox"/> Routinely a self-starter. <input type="checkbox"/> Consistently proactive. <input type="checkbox"/> Takes on new challenges and sets measurable, attainable goals; takes action to complete them.	<input type="checkbox"/> Exhibits exceptionally high job interest level. <input type="checkbox"/> Is a self-starter and exceptionally independent in acquiring new methods and sharing ideas. <input type="checkbox"/> Entirely proactive. <input type="checkbox"/> Leads others in setting measurable, attainable goals and in taking action to complete them. <input type="checkbox"/> Continually seeks creative and innovate ways to broaden job function and enhance productivity.

Comments:

**JUDGMENT:** *Makes sound decisions; analyzes and solves problems; organizes/prioritizes.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Does not make sound decisions; fails to make necessary decisions. <input type="checkbox"/> Fails to organize/prioritize and/or use available resources, resulting in loss of productivity. <input type="checkbox"/> Does not identify impact of decisions on self or others. <input type="checkbox"/> Jumps to conclusions; conclusions not based on fact.	<input type="checkbox"/> Makes sound decisions and is able to problem-solve. <input type="checkbox"/> Organizes/prioritizes and uses available resources to contribute to productivity. <input type="checkbox"/> Identifies impact of decisions on self and others. <input type="checkbox"/> Can make timely decisions based on facts.	<input type="checkbox"/> Consistently demonstrates sound decision-making, analytical, and problem-solving skills. <input type="checkbox"/> Routinely organizes/prioritizes and uses available resources to contribute to productivity. <input type="checkbox"/> Routinely able to identify impact of decisions on self and others and can recognize and contribute to alternate solutions. <input type="checkbox"/> Consistently makes timely decisions based on facts.	<input type="checkbox"/> Clear, strategic thinker who exclusively makes sound decisions. <input type="checkbox"/> Exhibits exceptional ability to analyze, organize/prioritize, and use available resources to enhance productivity and contribute to common goal(s) of the organization. <input type="checkbox"/> Keen ability to identify impact of various decisions and choose the best solution for the most positive outcome, even with limited time or information. <input type="checkbox"/> Leads others in focusing on facts and solutions to make timely, solid decisions.

Comments:

**RELIABILITY/DEPENDABILITY:** *Completes assigned duties; works independently; meets deadlines; keeps commitments.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Rarely able to work independently; work requires close supervision. <input type="checkbox"/> Cannot be depended on to complete work on time; does not keep commitments. <input type="checkbox"/> Does not accept responsibility for outcomes; makes excuses for mistakes.	<input type="checkbox"/> Works independently; work may require intermittent supervision. <input type="checkbox"/> Completes work on time and follows through with commitments. <input type="checkbox"/> Accepts responsibility for outcomes and corrects identified mistakes as directed.	<input type="checkbox"/> Consistently works independently; work requires minimal supervision. <input type="checkbox"/> Routinely completes work on time and follows through with commitments; identifies and communicates situations where commitments need to be adjusted. <input type="checkbox"/> Accepts responsibility for outcomes and independently takes action to correct mistakes.	<input type="checkbox"/> Exceptionally independent; attends to every detail without supervision. <input type="checkbox"/> Goes above and beyond in delivering on job responsibilities; able to independently identify and adjust work to meet all commitments. <input type="checkbox"/> Models responsibility for peers; helps others acquire higher level of responsibility.

Comments:

**FLEXIBILITY/ADAPTABILITY:** *Adapts to new or changing conditions; makes adjustments and changes to work assignments in unforeseen circumstances; maintains positive attitude.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Has difficulty accepting and making adjustments to new or changing conditions. <input type="checkbox"/> Does not demonstrate positive attitude and performs inconsistently in stressful situations.	<input type="checkbox"/> Accepts and adjusts to new or changing conditions. <input type="checkbox"/> Demonstrates a positive attitude and performs well in stressful situations. <input type="checkbox"/> Willing to make adjustments in work assignments as requested.	<input type="checkbox"/> Routinely accepts and adjusts quickly to new or changing conditions. <input type="checkbox"/> Consistently maintains a positive attitude and performs well in stressful situations. <input type="checkbox"/> Contributes positively by collaborating in making adjustments and changes in work assignments.	<input type="checkbox"/> Extremely flexible. <input type="checkbox"/> Quickly and effectively adjusts to new or changing conditions, keeping a positive outcome as the goal; anticipates needs and supports others in transition. <input type="checkbox"/> Continually maintains a positive attitude, thinks clearly, and performs at a high level in stressful situations. <input type="checkbox"/> Demonstrates leadership amongst peers by supporting co-workers in prioritizing and making adjustments and changes in assignments for positive results.

Comments:

**COMMUNICATION/INTERPERSONAL & RELATIONS/TEAMWORK:** *Maintains positive rapport with all stakeholders; tactful, respectful, and courteous; expresses ideas well orally and in writing; collaborative/cooperates with others; exhibits conflict resolution skills; communicates with supervisor.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Uses inappropriate communication that seriously affects job function. <input type="checkbox"/> Does not express ideas in a clear and understandable manner. <input type="checkbox"/> More concerned with communicating own needs than meeting the needs of others. <input type="checkbox"/> Displays unwillingness to listen to and/or work effectively with others. <input type="checkbox"/> Exhibits lack of rapport with stakeholders.	<input type="checkbox"/> Uses appropriate communication. <input type="checkbox"/> Expresses ideas in a clear and understandable manner. <input type="checkbox"/> Recognizes the need, and attempts, to adapt message for various audiences (students, staff, community, etc.) <input type="checkbox"/> Listens well; accepts feedback; works effectively with others. <input type="checkbox"/> Exhibits positive rapport with stakeholders.	<input type="checkbox"/> Consistently uses appropriate communication. <input type="checkbox"/> Routinely expresses ideas in a clear and understandable manner. <input type="checkbox"/> Routinely adapts message for a variety of audiences (students, staff, community, etc.) <input type="checkbox"/> Routinely collaborates well with others; approachable; listens well. <input type="checkbox"/> Exhibits strong, positive rapport with stakeholders.	<input type="checkbox"/> Exclusively uses communication that enhances job function. <input type="checkbox"/> Exhibits exceptional ability to express ideas in a clear and understandable manner. <input type="checkbox"/> Keen ability to adapt message for various audiences (students, staff, community, etc.); checks for audience understanding. <input type="checkbox"/> Models and enhances the collaborative process with all groups; creates and develops cooperative working relationships; active, effective listener; builds confidence in others. <input type="checkbox"/> Tactful, diplomatic in all circumstances; enhances positive rapport with all stakeholders.

Comments:



**PUNCTUALITY/PROCEDURES:** *Reports to work on time; uses leave time appropriately; provides sufficient notice if absent; follows District procedures.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits inconsistent attendance. <input type="checkbox"/> Fails to provide notice of, or satisfactory reason for, absence; fails to secure coverage for position. <input type="checkbox"/> Not punctual; fails to arrive and be ready to work on time. <input type="checkbox"/> Inconsistently adheres to District procedures and expectations.	<input type="checkbox"/> Exhibits good attendance. <input type="checkbox"/> Provides appropriate notice of, and satisfactory reason for, absence; secures coverage for position as required. <input type="checkbox"/> Punctual; arrives and is ready to work on time. <input type="checkbox"/> Adheres to District procedures and expectations.	<input type="checkbox"/> Exhibits consistent attendance. <input type="checkbox"/> Provides advance notice of absence; consistently secures coverage for position as needed; prepares plans in case of absence. <input type="checkbox"/> Consistently punctual; routinely arrives and is ready to work on time. Flexes schedule to meet needs as requested. <input type="checkbox"/> Consistently follows District procedures and expectations.	<input type="checkbox"/> Maintains exceptional attendance. <input type="checkbox"/> Proactively plans for all contingencies in case of absence. <input type="checkbox"/> Always arrives and is ready to work on time. Proactive about flexing schedule to meet varying needs. <input type="checkbox"/> Exclusively adheres to District procedures and expectations.

Comments:

**SAFETY:** *Complies with safety rules; maintains safe working area; reports/corrects unsafe conditions; considers safety of others; completes District safety trainings.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Performs work in a manner that endangers health and safety of others. <input type="checkbox"/> Fails to adhere to safety rules and practices. <input type="checkbox"/> Does not use appropriate protective equipment. <input type="checkbox"/> Does not recognize unsafe conditions.	<input type="checkbox"/> Adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Recognizes unsafe conditions.	<input type="checkbox"/> Consistently adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Recognizes potential unsafe conditions and seeks solutions.	<input type="checkbox"/> Exclusively adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Anticipates potential risks or hazards and takes an active role in identifying possible solutions and correcting unsafe conditions.

Comments:

**PERSONAL & PROFESSIONAL QUALITIES:** *Role model for students; maintains positive attitude; strong work ethic; wears appropriate attire for position; maintains confidence of the community both on and off duty; maintains confidentiality; professional.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Poor role model. <input type="checkbox"/> Does not display a positive attitude. <input type="checkbox"/> Does not demonstrate appropriate work ethic. <input type="checkbox"/> Shares information inappropriately. <input type="checkbox"/> Words and actions may be unprofessional.	<input type="checkbox"/> Appropriate role model. <input type="checkbox"/> Exhibits a positive attitude. <input type="checkbox"/> Typically demonstrates appropriate work ethic. <input type="checkbox"/> Maintains confidentiality standards. <input type="checkbox"/> Displays professionalism.	<input type="checkbox"/> Consistently a positive role model. <input type="checkbox"/> Routinely demonstrates a positive attitude. <input type="checkbox"/> Demonstrates consistent, positive work ethic. <input type="checkbox"/> Maintains confidentiality standards and recognizes potential sensitive situations. <input type="checkbox"/> Displays high level of professionalism.	<input type="checkbox"/> Exemplary role model and leader among peers. <input type="checkbox"/> Always demonstrates a positive attitude. <input type="checkbox"/> Demonstrates exceptional work ethic. <input type="checkbox"/> Keenly adept at recognizing and safeguarding confidential and sensitive information and situations. <input type="checkbox"/> Distinguished professional in every situation.

Comments:

**PROFESSIONAL DEVELOPMENT & IMPROVEMENT:** *Improvement and growth oriented; takes advantage of opportunities to enhance knowledge/skills; receptive to instructions/constructive feedback; self-reflective.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits little evidence toward improving job knowledge and skills. <input type="checkbox"/> Not receptive to constructive feedback and suggestions for improvement. <input type="checkbox"/> Not self-reflective. <input type="checkbox"/> Resistant to change.	<input type="checkbox"/> Typically works to improve job knowledge and skills. <input type="checkbox"/> Receptive to constructive feedback and suggestions for improvement. <input type="checkbox"/> Self-reflective. <input type="checkbox"/> Willing to change and grow.	<input type="checkbox"/> Consistently strives for improvement; seeks additional learning opportunities. <input type="checkbox"/> Participates in professional development activities. <input type="checkbox"/> Listens to constructive feedback and suggestions for improvement; implements changes. <input type="checkbox"/> Routinely self-reflective. <input type="checkbox"/> Welcomes change as necessary for growth.	<input type="checkbox"/> Exceptionally improvement-oriented. <input type="checkbox"/> Actively participates in and leads professional development activities. <input type="checkbox"/> Thoroughly evaluates and integrates own or suggested improvements. <input type="checkbox"/> Continually self-reflective and self-aware of needs for improvement. <input type="checkbox"/> Models positive changes for growth; helps others recognize and integrate changes for positive growth.

Comments:

**END OF YEAR SUMMARY: Employee Job Performance Summary Administrator**

**Employment Status:**

- Continue Employment       Salary Advancement       Plan of Assistance  
 Progressive Discipline       Terminate Employment

**Employee Comments:**

**Signatures:** The employee's signature indicates that he or she read the evaluation; it does not necessarily signify agreement with the evaluation. The employee may attach a written response to the evaluation if he or she chooses.

**Employee:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principal or Supervisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_