



# Classified Employees' Performance Evaluation Handbook

## **ACKNOWLEDGEMENT OF THE CLASSIFIED EVALUATION COMMITTEE MEMBERS**

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# INTRODUCTION

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The Newberg School District understands that the fundamental purpose of employee evaluation is to promote professional growth and assess performance. As our committee met and discussed the goals and vision for our evaluation process, several concepts rose to the top. Our committee wanted this process to be transparent, connected to job performance, have plenty of feedback, and provide an opportunity to reflect before the summative evaluation. This evaluation system does all these things.

The Classified Professional Growth Evaluation Handbook explains the evaluation process, outlines new performance standards directly aligned with training efforts, and establishes a plan to continually improve the quality of work.

The program serves both as an evaluation tool and also as an incentive toward professional growth on job-related skills for classified employees.

## DEFINITIONS

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**Self-Assessment:** Completed annually by the employee prior to the summative assessment.

**Framework:** A description of each of the performance standards and its components on which supervisors can identify the current levels of performance and target areas for professional growth levels of performance. Levels of performance are presented for each component.

**Four Domains:** Four district expectations which form the basis of supervision and evaluation of the performance of probationary and permanent classified employees.

**Components:** Defines the specifics in each domain and presents a framework for examining job-related practice.

**Levels of Performance:** Described as Does Not Meet, Developing Proficiency, Proficient, and Exceeds. These levels indicate the performance of classified employees ranging from those who are striving to master the basics of the job to those who are highly accomplished professionals who are able to share their expertise with colleagues.

**SMART Goals:** Short-range annual goal(s) pertaining to one's job responsibilities and/or professional growth, intended to enhance job performance and professional growth.

**Classified Performance Goal(s) Plan:** The form completed annually by each employee following the SMART goal format. This form is required of all employees and identifies at least one goal that the employee will focus on to improve performance based on the domains and to grow professionally.

**Supervisor:** The person responsible for the evaluation of employees within his/her department, unit, or building. The supervisor must be an employee who is not in the same bargaining unit.

**Performance Evaluation:** Completed at the end of four months and the end of the first year for probationary employees. For regular status employees, the evaluation is completed every other year.

**Evaluation Conference:** The conference between the supervisor and the employee to discuss performance based on the domains and the goal(s). The employees should be prepared to share performance progress they believe they have demonstrated. The supervisor will share the performance evaluation.

# **RESPONSIBILITY FOR IMPLEMENTATION**

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## **Employee**

Each classified employee will receive the Classified Employee Performance Evaluation Handbook either when hired or by the end of his/her first month of employment. It is the responsibility of each employee to read the handbook and address any concerns to his/her supervisor, building representative, or association leadership. Updated handbooks will be sent to all classified employees electronically and posted to the Newberg School District website. Each employee is responsible for developing SMART goals and completing the self-assessment in the spring; both to be turned in to his/her supervisor. All employees are responsible for following and completing the evaluation process as outlined in this Classified Employee Performance Evaluation Handbook specific to their employment status.

## **Association**

It is the association's responsibility to inform classified employees of specific contract language regarding evaluation and professional growth. The association will inform employees of their rights and responsibilities and be available through its representatives to answer questions.

## **Supervisor**

The supervisor will complete employee evaluations in accordance with the guidelines specified in the Classified Employee Performance Evaluation Handbook and specific to the employee's employment status. Supervisors will tell probationary employees when their five month evaluation is due and the supervisor will also be available to assist new employees with their performance goals following the SMART format. Supervisors will specifically refer to the Framework, the descriptive language in the Four Domains, and the employee's job description when writing an evaluation.

Supervisors assessing employee performance who are placed in school buildings are encouraged to communicate with building administrators during the course of an evaluation cycle.

## **Human Resources**

The Human Resource Office will provide funds and materials to produce, print, and distribute the Classified Employee Performance Evaluation Handbook. Human Resource staff is available to provide in-service training for supervisors and employees regarding his/her roles and responsibilities.

## **School Board**

The School Board will monitor the professional growth program in the spirit of improving staff effectiveness related to the District's vision, mission, and goals.

# **Professional Evaluation System For Probationary & Regular Status**

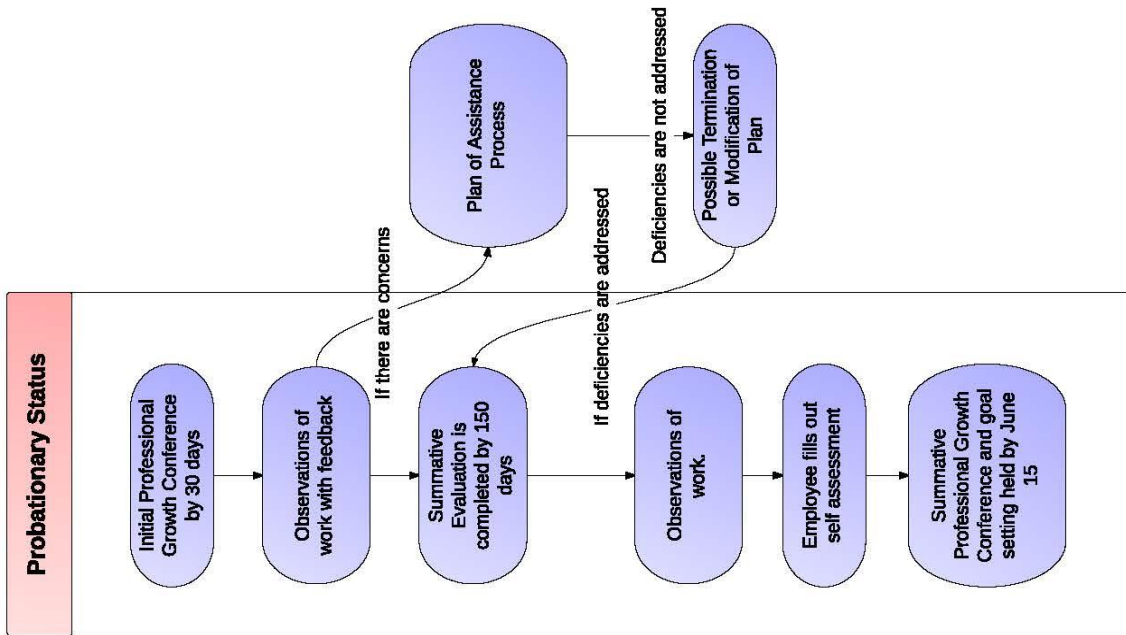
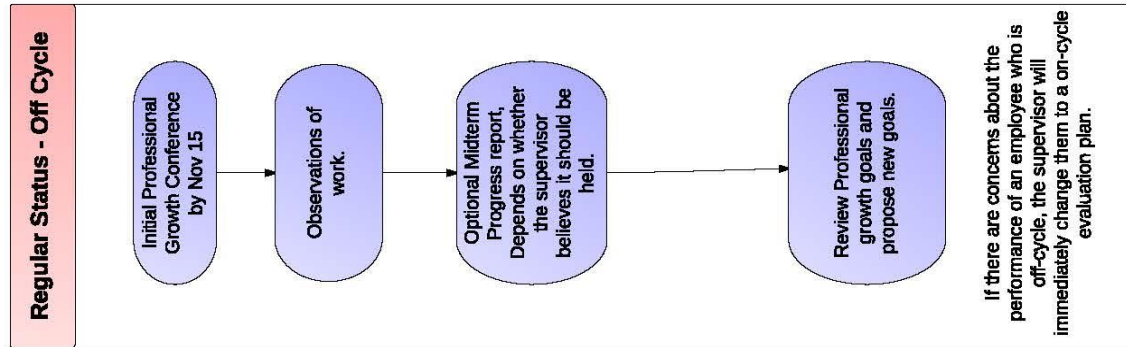
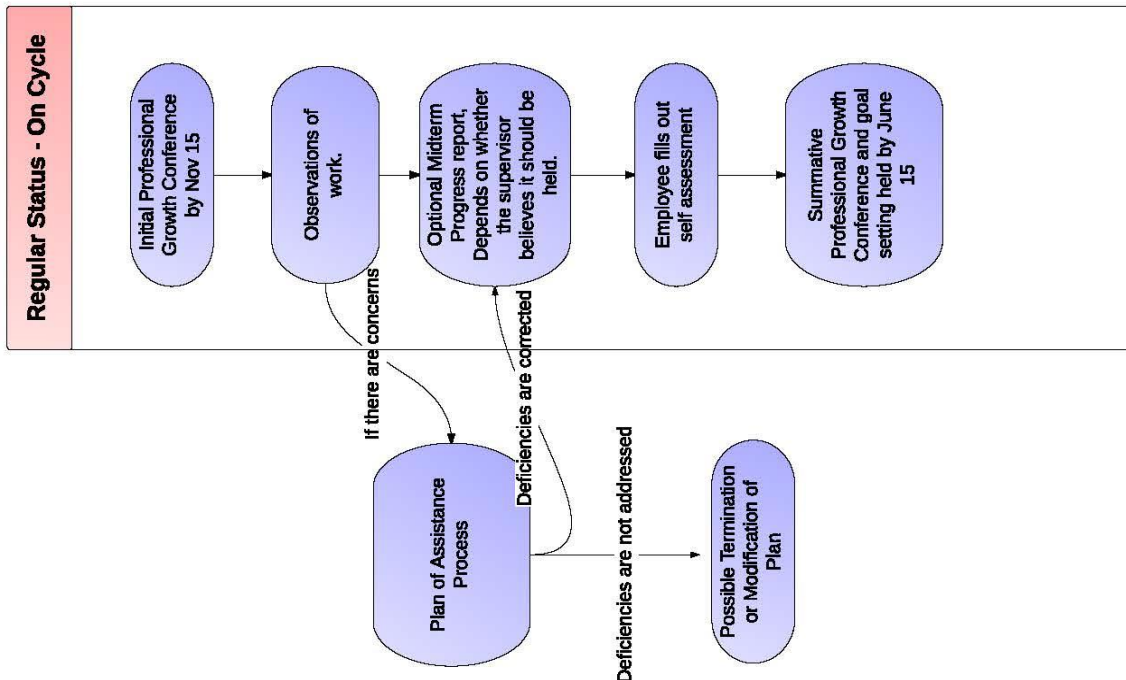
## TIMELINE

### Process and Schedule: Probationary and Regular Status

Dates	Activity	Form
By October 15	<i>Probationary</i> Employee writes SMART goal(s)	Classified Performance Goal(s) Plan
By October 30	<i>Regular Status</i> writes SMART goal(s)	Classified Performance Goal(s) Plan
By October 30	Supervisor conducts goal conference with <i>probationary</i> employee	Classified Performance Goal(s) Plan
By November 15	Supervisor conducts goal conference with <i>regular</i> status employee	Classified Performance Goal(s) Plan
At four months	<i>Probationary</i> employee completes Self Assessment before five month evaluation.	Self Assessment
At five months	Supervisor conducts five month evaluation with <i>probationary</i> status employee	Classified Performance Evaluation
By May 30	<i>Regular</i> status employee completes Self Assessment before evaluation	Input for Evaluation Form
By last day of contract	Supervisor conducts year end evaluation with <i>probationary and regular</i> status “on-cycle” employees	Classified Performance Evaluation



# Classified Evaluation Processes



# **CLASSIFIED EVALUATION PROCESS**

## **Directions for New Employees**

### **When Hired:**

1. Read the Classified Employee Performance Evaluation Handbook.
2. Specifically review the Framework describing the domains, components and level of performance.
3. Fill out Classified Performance Goals Worksheet.
4. Meet with Supervisor and review Classified Performance Goals Worksheet in initial professional growth conference

### **At Five Months:**

1. Read and review the Framework to consider growth made in the first five months.
2. Assess your performance on each domain's component by completing the Classified Self-Assessment form.
3. Complete the Classified Performance Goal(s) Plan using the SMART goal format.
5. Meet with Supervisor, review progress on Classified Performance Plan, and review Summative evaluation.

## **Directions for Returning Employees**

### **Fall before Goal Setting:**

1. Read and review the Framework describing the domains, components and levels of performance.
2. Complete the Classified Performance Goal(s) Plan using the SMART goal format.
6. Fill out classified performance goals worksheet.

**Classified employees** are required to complete the spring self-assessment in years they are "on" cycle. The Classified Self-Assessment form must be completed and submitted to the employee's supervisor prior to performance evaluation. Supervisors may require probationary employees to complete the Classified Self-Assessment prior to the five month evaluation.

Completing the Classified Self-Assessment encourages each employee to examine the Professional Practice Framework 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 annual evaluations. The supervisor may retain a copy of the Classified Self-Assessment and return the original to the employee.

## Spring before Evaluation

1. Assess your performance on each domains component by completing the Classified Self-Assessment form. Use an “x” or a checkmark to show your Level of Performance (Unsatisfactory, Basic, Proficient, and Distinguished) for each of the components. Consider goals for professional growth to share with your supervisor. (See SMART Goal format).
2. Review your personal SMART Goals. Reflect on your progress, or lack of progress, towards accomplishing your personal Classified Performance Goal(s). Employees are encouraged to document how performance goals have been met during the evaluation period. Be prepared to share specific examples and/or objective data. If you have any other examples documenting progress made towards goal attainment, it should be shared with the supervisor at the time of the evaluation conference.

## Summative Evaluation Conference

1. Review with supervisor progress on professional growth goals.
2. Review summative evaluation completed by supervisor if you are "on" cycle.

## LEVELS OF PERFORMANCE

Four levels of performance assist the employee and supervisor in gauging performance progress. They also encourage progress across the continuum listed as Levels of Performance.

**Does not meet:** Performance is insufficient to meet the standards. Performance is unacceptable at this level.

**Developing:** Beginning to develop a basic understanding of the standards. The employee requires close supervision and needs to improve to meet all standards consistently.

**Proficient:** 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.

**Exceeds:** Consistently surpasses standards as evident through work performance.

## Classified Staff Assessment

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

These forms are used for self-assessment. Put an "x" under the rating best describes your performance for each component of the four domains. Employee keeps a copy and shares a copy for supervisor's working file. Write at least one SMART goal to work on during the school year. Share this information with your administrator in the fall.

### Domain 1: Planning and Organization

COMPONENT The employee:	LEVEL OF PERFORMANCE			
	DOES NOT MEET	DEVELOPING PROFICIENCY	PROFICIENT	EXCEEDS
<b>1a: Prioritizes and organizes tasks effectively.</b>	A lack of planning for long range challenges and opportunities creates crises. Organization skills are unsatisfactory.	Requires support in planning and organizing for long-range challenges and in setting work goals and priorities. Occasionally monitors progress or makes adjustments. Organizational skills are inconsistent and may need support.	Usually anticipates long-range challenges and opportunities when setting work goals and priorities. Level of organization meets expectations for the position. Regularly monitors progress and adapts as necessary.	Consistently anticipates long-range challenges and opportunities when setting work goals and priorities. Organizes work to a level exceeding expectations and maximizes productivity. Always monitors progress and adapts as necessary.
<b>1b: Completes work within time limits.</b>	Assigned tasks are rarely completed by expected deadlines. Priorities and structure are lacking, even with support.	Occasionally completes assigned tasks in a timely and useful manner. Needs support to prioritize and structure day.	Usually prioritizes tasks and completes work on time. Prioritizes and structures day.	Consistently anticipates work needs and completes assigned tasks prior to deadlines. Interim components of the assignment are completed in advance of the projected time frame.

**Domain 1: Planning and Organization (cont.)**

<b>1c: Displays initiative.</b>	Work is not completed without close supervision and direction. Tasks other than those directly assigned are either avoided or overlooked.	Completes assigned work with some direction. With supervision and direction, will perform other tasks when assigned work is completed.	Ability to accomplish tasks with little or no direction. When assigned work is completed does other tasks.	Able to self-monitor and direct. Alert to opportunities to improve methods and skills. When assigned work is completed, determines the next task to be done and does it.
<b>Comments:</b>				

**Domain 2: Communication and Interpersonal Skills**

<b>COMPONENT</b> The employee:	<b>LEVEL OF PERFORMANCE</b>			
	<b>DOES NOT MEET</b>	<b>DEVELOPING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS</b>
<b>2a: Understands and follows instructions, and asks questions when needed.</b>	Instructions are not followed.  Rarely listens carefully, rarely asks questions.	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.
<b>2b: Responds to requests in a timely manner with complete information.</b>	Rarely responds to requests in a timely and complete manner.	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.
<b>2c: Collaborates with others to complete tasks and solve problems.</b>	Rarely collaborates with others	Occasionally collaborates with others, but not as often as needed.	Usually collaborates with others to complete tasks and solve problems.	Initiates collaboration with others in order to complete tasks and solve problems.
<b>2d: Communicates in an open, courteous, tactful and constructive manner using effective written and verbal communication skills.</b>	Rarely communicates with courtesy, tact, or in a constructive manner.  Avoids open communication.	Communicates occasionally with courtesy, tact, and in a constructive manner.  Occasionally avoids open communication.	Communicates with courtesy, tact, and in a constructive manner to all.  Contributes to open communication.	Communicates with courtesy, tact, and in a constructive manner to all, even in the face of adversity.  Initiates and maintains open communication.
<b>Comments:</b>				

**Domain 3: Job Performance**

<b>COMPONENT</b> The employee:	<b>LEVEL OF PERFORMANCE</b>			
	<b>DOES NOT MEET</b>	<b>DEVELOPING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS</b>
<b>3a: Performs job procedures and responsibilities.</b>	Rarely demonstrates understanding of assigned work and its impact on others.  Considerable assistance is needed to accomplish work assignments.	Occasionally demonstrates understanding of assigned work and its impact on others.  Occasionally needs direction to accomplish assigned work.	Exhibits clear understanding of assigned work and its impact on others.  Regularly accomplishes work assignments.  When new procedures or processes are introduced, quickly learns them and begins efficient application.	Demonstrates deep understanding of assigned work and its impact on others.  Work assignments are always completed on time and to very high standards.  Takes initiative in seeking out and completing tasks without direction.  Serves as a reliable resource to others regarding work processes and procedures.  Strives to improve processes, procedures, and routines.
<b>3b: Displays neatness, accuracy and skillfulness.</b>	Rarely produces work that meets quality expectations for neatness and accuracy.  Work frequently needs to be redone	Inconsistently produces work that meets quality expectations for neatness and accuracy.  Work occasionally needs to be redone	Produces work that meets quality expectations for neatness and accuracy.  Work rarely needs to be modified	Consistently produces work of high quality, exceeding expectations for accuracy and detail.  Work is completed accurately.

**Domain 3: Job Performance (cont.)**

<p><b>3c: Identifies and uses resources - including equipment and technology specific to the position - efficiently and effectively.</b></p>	<p>Rarely uses and/or maintains equipment, technology and supplies efficiently or effectively.</p>	<p>Occasionally uses equipment, technology, and supplies to produce quality work.</p>	<p>Usually uses equipment, technology and supplies to produce quality work.</p>	<p>Skillfully uses equipment, technology and supplies to produce work of exceptional quality.</p>
<p><b>3d: Keeps appropriate records.</b></p>	<p>Record keeping is usually late and/or incomplete.</p>	<p>Maintains records, but not in a complete or timely manner.</p>	<p>Keeps accurate and timely records as appropriate.</p>	<p>Keeps complete, accurate and timely records as appropriate.  Takes responsibility for devising and improving record-keeping systems.</p>
<p><b>3e: Works independently</b></p>	<p>Rarely works independently.</p>	<p>Occasionally works independently with little direct supervision.</p>	<p>Usually works independently with little direct supervision.</p>	<p>Works independently without direct supervision.</p>
<p><b>3f: Adapts to changes in job duties.</b></p>	<p>Changes in job duties are met with resistance; suggestions to implement changes in responsibilities, methods, and procedures are ignored.  Flexibility is not demonstrated in response to special circumstances.</p>	<p>Occasionally adapts to changes in job duties or accepts suggestions to implement changes in responsibilities methods and procedures.  Occasionally demonstrates flexibility in order to accommodate special circumstances.</p>	<p>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.</p>	<p>Responds confidently to the demands of work when confronted with change, adversity and other challenges.</p>
<p><b>Comments:</b></p>				



**Domain 4: Professionalism/Follows District Policies and Safety Procedures**

<b>COMPONENT</b> The employee:	<b>LEVEL OF PERFORMANCE</b>			
	<b>DOES NOT MEET</b>	<b>DEVELOPING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS</b>
<b>4a: Attends work regularly and on time.</b>	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.
<b>4b: Exhibits professional demeanor appropriate to position.</b>	Lacks appropriate and professional demeanor.	Occasionally exhibits professional demeanor appropriate to position.	Exhibits professional demeanor appropriate to position.	Models professional demeanor.
<b>4c: Exercises discretion and safeguards confidential information.</b>	Rarely exercises discretion. Fails to safeguard confidential and privileged information.	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.-
<b>4d: Makes sound decisions under normal and unusual circumstances</b>	Rarely makes sound decisions, anticipates needs, and uses good judgment.	Occasionally makes sound decisions, anticipates needs, and uses good judgment.	Makes sound decisions, anticipates needs, and uses good judgment.	Makes sound decision, anticipates needs, uses good judgment and assists or models for others the use of these skills.

**Domain 4: Professionalism/Follows District Policies and Safety Procedures (cont)**

<p><b>4e: Demonstrates interest in personal professional development. Sets and achieves professional goals.</b></p>	<p>Rarely participates in job-growth workshops and/or training opportunities.</p> <p>Professional goals are not set or achieved.</p>	<p>Occasionally participates in job-growth workshops and/or training opportunities.</p> <p>Occasionally sets and/or achieves professional goals.</p>	<p>Participates in job-growth workshops and/or training opportunities.</p> <p>Frequently sets and achieves professional goals.</p>	
<p><b>4f: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally.</b></p>	<p>Rarely treats people with respect and civility, fails to value diversity, and may promote rather than resolve conflicts.</p> <p>Professional and public relationships are neither developed nor maintained.</p>	<p>Inconsistently treats people with respect and civility, does not always value diversity.</p> <p>Inconsistently develops and maintains professional relationships with colleagues and the public.</p>	<p>Usually treats all people with respect and civility, values diversity, and resolves conflicts professionally.</p> <p>Usually develops and maintains professional relationships with colleagues and the public.</p>	<p>Consistently treats all people with respect and civility, values diversity, and resolves conflicts professionally.</p> <p>Consistently develops and maintains professional relationships with colleagues and the public.</p>
<p><b>4g: Shares job knowledge and experience to promote department's overall efficiency and productivity.</b></p>	<p>Rarely shares job knowledge and experience with others in order to promote overall efficiency and productivity.</p>	<p>Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity.</p>	<p>Shares job knowledge and experience with others in order to promote overall efficiency and productivity.</p>	<p>Models sharing job knowledge and experience with others in order to promote overall efficiency and productivity.</p>

**Domain 4: Professionalism/Follows District Policies and Safety Procedures (cont)**

<b>4h: Applies appropriate district, building and departmental policies procedures and work rules, including safety practices.</b>	Does not understand and/or follow district, building and department policies, procedures and work and safety practices and does not seek out information.	Understands and occasionally follows district, building and department policies, procedures and work and safety practices.	Understands and routinely follows district, building and department policies, procedures and work and safety practices.	Understands and models district, building and department policies, procedures and work and safety practices.
<b>Comments:</b>				

## **PERFORMANCE GOAL(S)**

### **Goal Criteria**

1. Performance goal(s) are designed to encourage professional growth and improve job skills and job performance.
2. The supervisor will approve all performance goal(s).
3. Progress toward meeting performance goal(s) will be considered during evaluations.
4. Performance goal(s) will pertain to some aspect of employee's job responsibilities and/or professional growth.
5. Performance goal(s) will pertain to the Domains of Professional Practice.
6. Performance goal(s) should be written in SMART goal format so progress can be measured and within the limits of what the employee can control.
7. Voluntary training will be available to assist employees in writing performance goal(s).

### **Guidelines for Employees**

In a meeting with their supervisor, all employees will be required to develop performance goals. All employees will be given a Classified Performance Goal(s) Plan by their supervisor near the time of their hire. A meeting should be completed within a month of employment to establish the performance goal(s).

For probationary employees, performance goal progress should be measured near the end of the employee's five months of employment. New goal(s) may be established by the supervisor at each evaluation period. In some cases, the supervisor will prescribe performance goal(s) based on areas of concern or a shift in job responsibilities.

In advance of each evaluation meeting, the district encourages employees to reflect on their progress toward meeting their performance goal(s). Specific examples and/or objective data and documentation supporting progress toward a goal are strongly recommended. Documentation may include, but is not limited to, materials developed, training dates, job logs, and production data. This documentation should be shared with the supervisor at the time of the assessment conference as evidence of goal attainment. The self-evaluation is completed before the annual assessment meeting.

## Classified Performance Goal(s)

Probationary/Regular Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Job Location: \_\_\_\_\_ Job Title: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Probationary  Five Month  1st Year

Permanent

1. Goals are designed to encourage professional growth and improve job skills and performance.
2. The supervisor will approve all goals which will be written using the SMART goal format.
3. Progress toward meeting goals will be considered during evaluations.
4. Goals will pertain to some aspect of job responsibilities and/or professional growth.
5. Goals will pertain to the Domains and components.
6. Goals should be written so progress can be measured and within the limits of what the employee can control.
7. Voluntary training will be available to assist employee in writing performance goals.

### SMART Goal

**Goal(s) to be achieved during the evaluation period:**

By \_\_\_\_\_ (date), the employee \_\_\_\_\_

will \_\_\_\_\_

in \_\_\_\_\_  
Domains

as measured by \_\_\_\_\_  
measurable evaluation method

**List the activities or strategies you will do to accomplish this goal:**

**Reminder:**

**Specific**  
**Measurable**  
**Attainable**  
**Results**  
**Time bound**

\_\_\_\_\_  
Employee Signature

Original: Supervisor's working file

\_\_\_\_\_  
Date

Copy: Employee

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

## **PERFORMANCE EVALUATION**

Supervisors will inform new employees about the probationary cycle for evaluation and give the dates to each employee. The **Classified Performance Evaluation** form will be used for evaluations for probationary and regular status employees. Supervisors may require the **Classified Self- Assessment** form to be completed at the fifth month of the probationary period.

### **Directions for Supervisors:**

1. Read and review the four domains.
2. Read and review the Levels of Performance for each component with each domain.
3. Review the employee's **Classified Performance Goal(s)**.
4. Review observations and work performance you made as the employee.
5. Review the employee's **Classified Self-Assessment** form.
6. Complete the demographic data at the top of the **Classified Performance Evaluation** form being sure to indicate the employee's employment status.
7. Complete the **Classified Performance Evaluation** form by marking with an "x" or a checkmark the Level of Performance (Does not meet, Developing Proficiency, Proficient, or Exceeds).
8. Indicate progress, or lack of progress, the employee has made toward their individual **Classified Performance Goal(s)**. Look for specific examples and/or objective data that will support or refute this progress.
  - a. If appropriate, ask employees to share any documentation indicating how SMART goals have been met during the evaluation period.
9. Review the evaluation form including anecdotal comments, concerns and other pertinent information with the employee.
  - a. This information may be listed in any of the "Comment" boxes or in the "Additional Supervisor Comments" box on the form.
10. Offer the employee an opportunity to provide written feedback and attach any feedback to the evaluation form.
11. Sign and date the form.
12. Submit the completed original Classified Performance Evaluation form to Human Resources for each evaluation period (five months, and annual for probationary and annually for regular status employees).
  - a. Provide a copy of the completed and signed form to the employee.
  - b. Keep a copy of the form for your working file.

## Classified Performance Evaluation

Probationary/Regular Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Job Location: \_\_\_\_\_ Job Title: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Probationary                       Five months                       Annual Regular Status:

<b>DOMAIN 1: PLANNING AND ORGANIZATION</b>	Does not meet	Developing	Proficient	Exceeds
1a) Prioritizes and organizes task effectively				
1b) Completes work within time limits				
1c) Displays initiative				
<b>Comments</b>				
<b>DOMAIN 2: COMMUNICATION AND INTERPERSONAL SKILLS</b>	Does not meet	Developing	Proficient	Exceeds
2a) Understands and follows instructions, and asks questions when needed.				
2b) Responds to requests in a timely manner with complete information.				
2c) Collaborates with others to complete tasks and solve problems.				
2d) Communicates in an open, courteous, tactful and constructive manner using effective written and verbal communication skills				
<b>Comments</b>				
<b>DOMAIN 3: JOB PERFORMANCE</b>	Does not meet	Developing	Proficient	Exceeds
3a) Performs job procedures and responsibilities.				
3b) Displays neatness, accuracy and skillfulness.				
3c) Identifies and uses resources - including equipment and technology specific to the position - efficiently and effectively.				
3d) Keeps appropriate records				
3e) Works independently				
3f) Adapts to changes in job duties.				
<b>Comments</b>				

<b>DOMAIN 4: PROFESSIONALISM/FOLLOWS DISTRICT POLICIES AND SAFETY PROCEDURES</b>	Does not meet	Developing	Proficient	Exceeds
4a) Attends work regularly and on time.				
4b) Exhibits professional demeanor appropriate to position.				
4c): Exercises discretion and safeguards confidential information.				
4d) Makes sound decisions under normal and unusual circumstances.				
4e) Demonstrates interest in personal professional development. Sets and achieves professional goals.				
4f) Treats all persons with respect and civility, values diversity, and resolves conflicts professionally.				
4g) Shares job knowledge and experience to promote department's overall efficiency and productivity.				
4h) Applies appropriate district building and departmental policies procedures and work rules, including safety practices				
<b>Comments</b>				

**Progress made during evaluation period**

**Goal to consider for next evaluation period**

**Employee has the right to attach their comments.**

Administrator Recommendations:

- Regular                       Probationary                       Temporary  
 Plan of Assistance               Termination

\_\_\_\_\_  
\*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.

Original: Personnel file DO              Copy: Employee              Copy: Supervisor



## **Writing SMART Goals for Professional Growth Plan**

Goals for employees are required as part of the professional growth plan process. The goal(s) should be a combination of the employee's self-assessment, the last supervisor's performance evaluation summary and/or as a result of a discussion between the employee and the supervisor. Goals are written for one year for all employees.

Goals are based on the domains of professional practice and job families. Goals should be SMART-Specific, Measurable, Attainable, Results-oriented and Time bound.

SMART Goals:

**Specific**-Know precisely what you want to achieve. To set a specific goal consider the six "W" questions:

- Who: Is involved?
- What: Do I want to accomplish?
- When: Establish time frame
- Which: Identify requirements and constraints
- Where: Identify location
- Why: Specific reasons, purpose or benefits of accomplishing the goal

**Measurable**-Establish concrete criteria for measuring progress toward the attainment of each goal set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. To determine if your goal is measurable, ask questions such as.... How much? How many? How will I know when my goal is accomplished?

**Attainable**- When you identify goals that are most important to you, you begin to figure out ways you can attain them. Rather than setting lofty but unreachable goals, stretch yourself, and at the same time be reasonable. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. (Goals that may have seemed far away and out of reach, eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them.)

**Results-Oriented**- The goal focuses on the intended results. The goal states what the results will be and how it will be measured. The general results of the professional growth goal impact your professional growth, your unit, or your building.

**Time bound**- Goals that have no timeline might as well not be goals at all, because you will have little incentive to achieve them. Setting a realistic time-frame for your goals helps you maintain momentum and follow through with the completion of your tasks.

## SMART Goals Examples

### SMART Goal

**Goal(s) to be achieved during the evaluation period:**

By June 1, 2015 (date), the employee Instructional Assistant  
will keep a log of each student's literacy or IEP progress

in 3d: Keeps appropriate records  
Domains  
as measured by Student progress logs/folders/data collection sheets  
measurable evaluation method

### SMART Goal

**Goal(s) to be achieved during the evaluation period:**

By June 1, 2015 (date), the employee Custodian  
will keep accurate records monthly for cleaning schedules

in 3d: Keeps appropriate records  
Domains  
as measured by A monthly cleaning schedule checklist  
measurable evaluation method

### SMART Goal

**Goal(s) to be achieved during the evaluation period:**

By June 1, 2015 (date), the employee Secretary  
will communicate in an open, courteous, tactful, and constructive manner using effective  
written and verbal communication skills

in 2d: Communicates in an open, courteous, tactful and constructive manner using effective written  
and verbal communication skills  
Domains  
as measured by a short survey given randomly to parents and staff  
measurable evaluation method

# Job Descriptions

Full classified job descriptions can be found on the Newberg School District website.

# **APPENDIX A: ADDITIONAL DEPARTMENT SUPERVISION TOOLS**