



CLASSIFIED EMPLOYEES
PROFESSIONAL GROWTH
AND EVALUATION GUIDE



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INTRODUCTION

A priority of Northwest Regional Education Service District is to create and sustain a professional staff and work environment that enables effective participation in activities and responsibilities aligned with our mission and values. In order to meet this priority, staff members must be evaluated in accordance with a well-defined set of performance standards and job expectations. Furthermore, we believe that the employee must take a share of the responsibility for his/her own growth and performance. The goal of the evaluation program is to create an environment in which the employee can realize professional satisfaction and fulfillment while working effectively to accomplish the goals of the organization.

The objective of the Classified Professional Growth and Evaluation is to facilitate decision-making regarding the employee's performance and professional development. To this end, the program serves the purpose of:

- Fostering increasing work competencies and professional growth of the employee
- Measuring and judging work performance
- Clarifying both the job to be done and the expectation of accomplishment
- Enhancing communication between management and staff

These purposes are accomplished through establishing performance goals based on self-reflection and current levels of performance, evaluating performance using well-defined core standards, and through clear and regular employee/supervisor communication and feedback.

NWRESD MISSION STATEMENT

In partnership with the communities we serve, Northwest Regional ESD improves student learning by providing equitable access to high quality services and support.

NWRESD VALUE STATEMENTS

At NWRESD, we are guided by the following values:

Equity – We are committed to equitable outcomes for the diverse communities we serve. We strive to eliminate achievement gaps for students and provide equitable access to services for our partner districts, regardless of size and geography.

Partnership – We work in partnership with families, districts, and other educational providers to increase impact and leverage resources. We provide seamless learning opportunities and transitions for all students from birth to 21.

Student Success – Improving student outcomes is the core of our work. We believe all students can fulfill their potential. Our programs, services, and supports provide districts and families high quality learning opportunities to realize this belief.

Innovative Service – We offer specialized services to students, families, and districts through skilled and responsive providers who are committed to excellence. Our innovative service delivery allows us to maximize resources for partner districts and preserve their local budgets, while providing the highest quality services.

DEFINITIONS

Core Standards: Eight district expectations which form the basis of supervision and evaluation of the performance of probationary and permanent classified employees.

Indicator: Meant to define and delineate each Core Standard, illuminate a continuum of performance within each statement, and present a framework for examining job-related practice.

Performance Goals: Annual goals pertaining to one's job responsibilities and professional growth, intended to enhance job performance and professional growth.

Professional Continuum: A rubric on which classified employees and supervisors can identify the current and target levels of performance. A continuum is presented for each Indicator.

Self-Reflection: Completed annually for regular employees, it provides the employee an opportunity to rate their own performance related to job duties and professional expectations.

Performance Evaluation: Completed annually for all regular employees.
For probationary employees, completed at 60 and 90 days, as well as at the end of the first year.

Levels of Performance: Described as Unsatisfactory, Developing, Proficient, and Exceeds.
These levels indicate the performance of classified employees ranging from those who are striving to master rudiments of the job to those who are highly accomplished professionals and who are able to share their expertise with colleagues.

Note: The term "Supervisor" denotes the person responsible for the evaluation of employees within his/her department, program, or building. The term "Employee" refers to all classified staff who are not evaluators.

RESPONSIBILITY FOR IMPLEMENTATION

Staff

Each classified employee will receive the Classified Professional Growth and Evaluation Guide either when hired or by the end of their first month of employment [directed to website or requested hard copy]. It is the responsibility of each employee to read the Guide and address any concerns to their Supervisor, building representative, or association leadership. Each regular employee is responsible for developing professional goals, pursuing professional development, and completing the annual self-reflection. All employees, regular or probationary are responsible for following and completing the evaluation process as outlined in this Professional Growth and Evaluation Guide specific to their employment status [probationary or regular employee].

Supervisor

The supervisor will complete employee evaluations in accordance with the guidelines specified in the Professional Growth and Evaluation Handbook and specific to the employee's employment status. Supervisors will tell probationary employees when their 60-day and 90-day evaluations are due. Supervisors will specifically refer to the Core Standards and the descriptive language of the Professional Growth Continuum when writing an evaluation. In subsequent years, the Core Standards will be referred to during the yearly initial meeting with the employee. Supervisors evaluating employees who are placed in school buildings or other sites are encouraged to communicate with building administrators during the course of an evaluation cycle.

Human Resources Office

The Human Resources staff will provide funds and materials to produce, print, and distribute the Classified Professional Growth and Evaluation Guide. The Classified Professional Growth and Evaluation Guide is available electronically, on the mynwresd.org HR website. The Human Resources office is available to provide in-service training for Supervisors and employees regarding their 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.

PERFORMANCE STANDARDS

CORE STANDARDS AND INDICATORS

The standards outlined on pages 13-25, form the basis of supervising and evaluating the performance of NWRESD classified staff. Each standard is accompanied by indicators meant to define and delineate the standard. The descriptive statements illuminate a continuum of performance within each indicator and are presented as a framework for examining performance of job-related practices. The descriptors form the basis for evaluative discussion and goal setting between the supervisor and employee.

CS.1: JOB KNOWLEDGE & TECHNICAL SKILLS

1. Attain, maintain, and demonstrate the required educational, functional, and technical knowledge and skills as defined in an individual job description.
2. Perform job procedures and responsibilities.
3. Identify and use all available resources, including equipment and technology, that are necessary for the position.
4. Demonstrate interest in and ability to acquire and apply new skills, retain information, and implement work knowledge independently.
5. Share job knowledge and experience to promote department's overall efficiency and productivity.

CS.2: COMMUNICATION AND INTERPERSONAL SKILLS

6. Listen actively and respectfully to others and ask questions when needed.
7. Understand and follow instructions.
8. Respond to requests in a timely manner with complete information.
9. Demonstrate effective, timely, and professional written communication skills.
10. Communicate effectively, by adapting message style and tone to a variety of audiences.
11. Communicate in a courteous, tactful, and constructive manner while building effective relationships.
12. Contribute to open communication between self and the supervisor.

CS.3: WORK PRODUCTIVITY & ORGANIZATION

13. Effective use of work time; setting priorities and timelines to accomplish assigned duties in support of the team or program.
14. Complete assignments within time limits, prioritize independently, and keep appropriate records.
15. Demonstrate initiative.

CS.4: QUALITY OF WORK & ACCOUNTABILITY

16. Produce neat, accurate, thorough, professional work with high standards, monitoring progress and results, including correcting own errors.
17. Use resources efficiently and effectively.

CS.5: COLLABORATION

18. Develop cooperation and teamwork while collaborating with co-workers, education partners, and administration to complete tasks and solve problems when appropriate.
19. Work effectively with all staff and interact with the public in a positive and professional manner.
20. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally. Develop and maintain professional relationships with colleagues and the public.

CS.6: PROBLEM SOLVING

21. Make accurate, informed, and independent decisions.
22. Use analysis, experience, and logical methods to make good decisions and solve problems.

CS.7: PROFESSIONALISM

23. Attend work and work-related activities regularly and on time in order to preserve the continuity of service delivery.
24. Demonstrate flexibility and adaptability to a constantly changing work environment.
25. Exercise discretion and safeguard confidential information.
26. Demonstrate knowledge of and/or compliance with workplace expectations, rules, regulations, statutes, policies, agreements, goals, and procedures.
27. Participate in and take ownership of personal professional growth.
28. Actively support the District's mission, values, and strategic plan.

CS.8: STUDENT ASSISTANCE/MANAGEMENT (For staff with student contact only)

29. Provide a safe and supportive environment for students.
30. Demonstrate respectful interaction and rapport with students.
31. Contribute to and support the educational environment by understanding routines and procedures of the classroom or group, including student supervision as appropriate.
32. Accurately and independently assist the licensed educator in organization of activities, materials, and prepare lessons as requested/directed by the licensed educator or supervisor.
33. Collect and maintain accurate data as prescribed by the licensed educator or supervisor.

LEVELS OF PERFORMANCE

These four levels of performance assist the employee and supervisor in gauging performance progress. Employees are encouraged to seek progress across the continuum listed as Levels of Performance.

Unsatisfactory

The employee's performance is insufficient to meet the standards. Performance is not acceptable at this level.

Developing

The employee performs inconsistently but has a basic understanding of the standards. The employee requires close supervision and needs to improve to meet all standards consistently.

Proficient

The employee clearly understands the concepts of the standards and consistently demonstrates their understanding as evident through their work performance. The terms "regularly," "often," and "is evident" are words that describe a staff member's performance at the proficient level.

Exceeds

Consistently surpasses standards as evident through their work performance.

NWRESD WORKPLACE EXPECTATIONS

The following are workplace expectations of all NWRESD employees. The requirement is a meets of all the expectations below. If the employee, regular or probationary, does not meet there will be a Memorandum of Expectations to address deficiency(ies) written.

Attendance and Punctuality: Regular and punctual attendance at work and punctuality related to work activities (meeting deadlines, attending meetings, following schedules, and responding to communications).

Personal Appearance: NWRESD staff is expected to be dressed and groomed in a neat, clean, appropriate, and professional manner for their work assignment and professional setting.

Confidentiality: The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.

Following Policies and Directives: The employee follows all District policies, rules, regulations, memos, bulletins, announcements, applicable job descriptions, and reasonable requests by proper authorities.

Setting Appropriate Boundaries With Students: The employee maintains professional boundaries in his or her relationships with students, including the use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking and internet sites.

Appropriate Use of Technology: The employee uses the internet, email, and electronic communication in compliance with Northwest Regional Education Service District Acceptable Use Policy and Administrative Rules.

Personal Conduct: The employee will not engage in conduct detrimental to the District or its personnel. All classified employees will meet standards for competent employees.

SELF-REFLECTION

Research has clearly demonstrated that self-reflection on professional practice improves the skills of professionals. Reflection that is both systematic and analytical is highly productive. In the early days of the 20th century John Dewey stated:

"We learn not from our experience, but from our thinking about that experience. It is the thinking that matters."

The most appropriate first step of an effective evaluation system is self-reflection. In preparation for goal-setting, individuals reflect on and assess their own work performance.

As a result of understanding of the critical role systematic self-assessment plays in professional growth, NWRESD has incorporated self-assessment as an important first step for regular employees in the annual classified staff evaluation and professional growth process.

PERFORMANCE GOALS

Research has shown that goal setting is the most effective performance enhancing strategy available. It assists in the discovery of new strategies and techniques, directs attention and energy to the most important things, helps sustain effort and motivation, and provides a measure to evaluate progress and success. All classified employees will set goal(s) annually with their Supervisor. Goals will be aligned with the Core Standard Indicators. Areas for focus may be based on interests related to professional growth. In some instances, Supervisors may assist with directed goal writing in areas the Supervisor has identified for focus.

GOAL CRITERIA

1. Performance goals are designed to encourage professional growth and improve job skills and job performance.
2. The Supervisor will approve all performance goals.
3. Progress toward meeting one's performance goals will be considered during evaluations.
4. Performance goals will pertain to some aspect of one's job responsibilities and/or professional growth.
5. Performance goals will pertain to the Core Standards and Indicators.
6. Performance goals should be written so progress can be measured and within the limits of what the employee can control.

PERFORMANCE EVALUATION

The *Classified Performance Evaluation Form* will be used for all evaluations. It will be completed annually for all regular classified employees. It will be used at 60 and 90 days for probationary employees. Additionally, Supervisors may request that the *Classified Self-Reflection Form* be completed during the 90-day probationary period evaluation.

Note: Absences that are part of legally protected leaves may not have a negative impact on the employee's evaluation. Employees on legally protected leaves may only be evaluated on work performance during actual time worked.

PERFORMANCE EVALUATION PROCESS – Returning regular employees

Fall (September-November)

1. Read and review the *Core Standards and Indicators* listed on pages 5 and 6 and again on the *Professional Growth Continuum* (Pages 13-25)
2. Reflect honestly and objectively on your work. Complete the *Classified Self-Reflection Form* by marking with an "x" or a checkmark your level of performance (Unsatisfactory, Developing, Proficient, Exceeds) for each of the Indicators.
3. Review your self-reflection and consider areas for professional growth. Draft performance goals using the *Classified Performance Goals Form*. Performance goals should align with a Core Standard, your professional growth interests, and job related skills.
4. Your supervisor will offer assistance in goal setting as necessary. Supervisors may write a goal as a replacement for, or in addition to, an employee-drafted goal in area(s) where the Supervisor would like the employee to focus.
5. Finalize performance goals for the year with Supervisor in the annual goal-setting meeting.

Mid-Year (January-February)

1. Engage in professional growth opportunities throughout the first half of the year as available/applicable to your performance goals.
2. Meet with Supervisor in January/February. Indicate progress, or lack of progress, toward your personal performance goals. Specific examples and/or objective data are strongly recommended.

Mid-year Review to End of Year period:

1. Continue to engage in professional growth opportunities as available/applicable to your performance goals.
2. Document progress; collect any data and/or evidence of goal attainment.

End of Year (May/June)

1. Document how performance goals have been met during the evaluation period (supervisor and employee, as applicable).
2. Review *Classified Self-Reflection Form* completed in the beginning of year meeting, considering and reflecting on changes in your own self-evaluation as appropriate.
3. Share documentation with Supervisor at an end of year evaluation conference.

End of Year Evaluation Meeting

1. Supervisor will complete the *Classified Performance Evaluation Form* by marking a Level of Performance (Unsatisfactory, Developing, Proficient, Exceeds) for each of the 33 Indicators.
2. Based on observation, artifacts, and employee report, the Supervisor will indicate progress, or lack of progress, the employee has made toward their individual Classified Performance Goal(s), looking for specific examples and objective data that supports or refutes this progress.
3. Employee and Supervisor review year-end *Classified Performance Evaluation* in each of the Core Standards and Indicators, including any observations, artifacts, or evidence. This may also include anecdotal comments, examples of exemplary work, and any concerns and other pertinent information collected.
4. Employee may provide written feedback and attach feedback to the evaluation form.
5. Sign and date the form. The employee's signature signifies reading the material to be filed and does not necessarily indicate agreement with its content.
6. Supervisor will submit the completed original *Classified Performance Evaluation Form* to Human Resources for each evaluation period, providing a copy of the completed and signed form to the employee.

PERFORMANCE EVALUATION PROCESS – Probationary employees

Within the first 30 days: Orientation meeting required

1. Review job description; work schedule, performance and workplace expectations.
2. Review the *Core Standards and Indicators* listed on pages 5 and 6 and again on the *Professional Growth Continuum* (Pages 13-25).
3. Provide resources: staff handbook link, evaluation handbook link, and other program-specific documents/training.

At 60 days of employment: Required Performance Evaluation

1. Supervisor completes 60-day Classified Performance Evaluation form in electronic platform.
2. Supervisor and probationary employee review evaluation.
3. Supervisor addresses areas where performance is not yet proficient and provides coaching.

At 90 days of employment

1. Supervisor and probationary employee review 60-day and/or completes a 90-day Classified Evaluation form in the electronic platform.
2. Supervisor discusses performance and review data/observation/anecdotal information provided by supervisor.
3. Supervisor completes the 90-day Classified Performance Evaluation.
4. Supervisor determination of status based on performance review:
 - Move to regular employment and note improvements since 60-day evaluation or
 - Dismiss due to failure to meet performance expectation during probationary period

Professional Growth/Evaluation Timeline “At a Glance” For Permanent Employees

When	What	Who	Actions/Tools/Forms
September - November	Fall Self-Assessment and goal development	Employee	<ul style="list-style-type: none"> • Complete <i>Classified Self-Reflection Form</i> • Based on the above, develop <i>Classified Performance Goal(s) Form Draft</i>
September - November	Initial annual supervisory and goal-setting meeting	Supervisor Employee	<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> ✓ Job Description, work schedule ✓ Workplace Expectations ✓ <i>Classified Self-Reflection Form</i> completed by employee ✓ <i>Classified Performance Goal(s) Form</i> draft completed in advance by employee • Finalize <i>Classified Performance Goal(s)</i> aligned with Core Standards and Indicators
January - February	Mid-Year Performance Meeting	Supervisor Employee	<ul style="list-style-type: none"> • Review progress on performance goals • Discuss additional support needed to meet goals
By June 15 annually	Annual Performance Evaluation Meeting	Supervisor Employee	<ul style="list-style-type: none"> • Review progress on performance goals • Review completed written <i>Classified Performance Evaluation Form</i> completed by Supervisor • Discuss potential goals for the following year

**Professional Growth/Evaluation Timeline “At a Glance”
For Probationary Employees**

When	What	Who	Actions/Tools/Forms
<p style="text-align: center;">Required In the first 30 calendar days of employment</p>	<p style="text-align: center;">Initial Supervisory Meeting</p>	<p style="text-align: center;">Supervisor Employee</p>	<ul style="list-style-type: none"> • Review <ul style="list-style-type: none"> ✓ Job Description ✓ Work schedule ✓ Performance and workplace expectations ✓ Early feedback about initial learning related to job duties ✓ Core Standards and Indicators • Resources: <ul style="list-style-type: none"> ✓ Staff Handbook ✓ Evaluation Handbook ✓ Other program-specific documents
<p style="text-align: center;">Required At 60 calendar days of employment</p>	<p style="text-align: center;">Mid-Probationary Performance Review Meeting</p>	<p style="text-align: center;">Supervisor Employee</p>	<ul style="list-style-type: none"> • Supervisor completes full <i>Classified Performance Evaluation Form</i> • Supervisor and Employee review evaluation • Coach in areas where performance is not yet proficient addressed and discuss expectations of meeting at 90 calendar days
<p style="text-align: center;">Required At 90 calendar days of employment</p>	<p style="text-align: center;">Performance review meeting</p>	<p style="text-align: center;">Supervisor Employee</p>	<ul style="list-style-type: none"> • <i>Classified Performance Evaluation Form</i> completed by Supervisor • Review 60 calendar day evaluation • Discuss performance and review data/observations/anecdotal information provided by supervisor • Determination of status based on performance review: <ul style="list-style-type: none"> ✓ Move to regular employment and note improvements since 60 calendar day evaluation ; or ✓ Dismiss due to failure to meet performance expectation

CLASSIFIED EMPLOYEES PROFESSIONAL GROWTH AND EVALUATION GUIDE

PROFESSIONAL GROWTH CONTINUUM

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PROFESSIONAL GROWTH CONTINUUM
Core Standard 1: Job Knowledge & Technical Skills

Attain, maintain, and demonstrate the required educational, functional, and technical knowledge and skills as defined in individual job description. Perform job procedures and responsibilities. Demonstrate interest in and ability to acquire and apply new skills; retains information and implements work knowledge independently. Shares job knowledge and experience to promote department/program’s overall efficiency and productivity.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
1. Attain, maintain, and demonstrate the required educational, functional, and technical knowledge and skills as defined in individual job description.	Required licenses, certifications, and training have not been attained or maintained. The employee does not demonstrate the knowledge of and/or the ability to apply the methods, procedures, and policies necessary to effectively perform job responsibilities.	Is in the process of attaining or maintaining the licenses, certifications, and training required for the position. The employee sometimes demonstrates the knowledge of and/or the ability to apply the methods, procedures, and policies necessary to effectively perform job responsibilities.	Consistently attains or maintains all licenses, certifications, and training required for the position. The employee consistently demonstrates the knowledge of and/or the ability to apply the methods, procedures, and policies necessary to effectively perform job responsibilities.	Attains and maintains value-added licenses, certifications, and training beyond that which is required for the position. In addition to demonstrating effective performance, the employee is continually looking for new methods and procedures, which will not only enhance his/her own job performance but the performance of colleagues as well.
2. Perform job procedures and responsibilities.	Performance does not exhibit an understanding of assigned work and its relationship to other areas. Considerable assistance is needed to accomplish work assignments.	Occasionally demonstrates understanding of assigned work and its relationship to other areas and needs direction to execute assigned work.	Exhibits clear understanding of assigned work and its relationship to other areas. Rarely needs additional assistance or explanation in executing work assignments. When new procedures or processes are introduced, quickly learns them and begins efficient application.	Demonstrates keen understanding of assigned work and its relationship to other areas. 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. Continuously strives to improve processes, procedures, and routines.

3. Identify and use all available resources including equipment and technology that are necessary for the position.	Does not use available resources, equipment, tools, technology, or systems appropriate for assigned task.	Uses the appropriate resources, equipment, work tools, technology, or systems to accomplish assigned tasks but may need assistance selecting tools.	Regularly chooses appropriate resources, tools, technology, systems, and methods to effectively and efficiently accomplish assigned tasks.	Models the integration of new technology, tools, available resources, systems, and procedures to accomplish tasks, suggesting and incorporating new efficiencies.
4. Demonstrate interest in and ability to acquire and apply new skills, retain information, and implement work knowledge independently.	Underperforms in position and therefore cannot take opportunities for new skill development or cross-training. Does not retain information or processes. Asks the same questions repeatedly.	Demonstrates interest in learning new skills but still developing in their essential job skills. Cross-trained as appropriate but requires supervision to perform duties. Does not retain the information.	Acquires new skills as required by the job. Cross trained as appropriate to provide back-up for absences of others. Consistently retains information and implements with minimal guidance.	Initiates acquiring new skills. Easily transitions to provide back-up or coverage for cross-trained areas and is often seen as a “go-to” person who provides support and guidance to others. Consistently retains and seeks new information related to tasks independently.
5. Share job knowledge and experience to promote department’s overall efficiency and productivity.	Job knowledge and experience are not shared with others.	Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity within a department/program.	Shares job knowledge and experience with others in order to promote overall efficiency and productivity within a department/program.	Consistently shares job knowledge and experience with others in order to promote overall efficiency and productivity within a department/program. Is a lead in developing new skills, innovation and opportunities in the department and a “go to” person in the program/department to understand duties.

PROFESSIONAL GROWTH CONTINUUM
Core Standard 2: Communication & Interpersonal Skills

Listen actively and respectfully to others. Understand and follow instructions. Respond to requests in a timely manner with complete information. Demonstrate effective, timely, and professional written skills. Communicate effectively verbally, adapting message style, and tone to a variety of audiences. Communicate in a courteous, tactful, and constructive manner, while building effective relationships. Contribute to open communication between self and supervisor.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
6. Listen actively and respectfully to others, and ask questions when needed.	Does not listen to and consider others' points of view or insights. Attentiveness in communication is lacking and questions are not asked.	Inconsistently listens carefully to other's ideas and demonstrate consideration for others' points of view or insights. May or may not ask questions when needed.	Actively listens to others and demonstrates being open to feedback about their own communication and asks questions when needed.	Actively listens, checks for understanding, and is responsive to needs and opinions of others. Anticipates questions needing answers.
7. Understand and follow instructions.	Instructions are not followed.	Shows some understanding and may follow some instructions.	Understands and follows instructions.	Assists others to understand and follow instructions.
8. Respond to requests in a timely manner with complete information.	Requests are not responded to or the response is incomplete.	Responds to requests in either a timely or complete manner.	Responds to requests in a timely manner and provides complete information.	Anticipates requests and provides needed information before it is requested.
9. Demonstrate effective, timely, and professional written communication skills.	Written communication including outgoing correspondence, email, meeting minutes, departmental documents, etc. is ineffective, inaccurate, and/or unprofessional.	Written communication including outgoing correspondence, email, meeting minutes, departmental documents, etc. is sometimes (but not always) effective, accurate, and/or professional.	Written communication including outgoing correspondence, email, meeting minutes, departmental documents, etc. is consistently effective, accurate, and professional.	Consistently composes effective, accurate, and professional correspondence including email, meeting minutes, departmental documents, etc. Correspondence enhances the receiver's ability to understand and process the information.
10. Communicate effectively verbally, by adapting message style and tone to a variety of audiences.	Does not communicate effectively in a respectful and/or professional manner. Does not consider the thoughts and ideas of others. Does not demonstrate skill in communicating with diverse populations. Contributes to tense environment through miscommunication and does not seek to mediate misunderstandings.	Communicates thoughts and ideas but is not always effective, respectful, and/or professional. Inconsistently considers the thoughts and ideas of others. Occasionally demonstrates skill in communicating with diverse populations. May contribute to miscommunication and may need assistance to mediate misunderstandings.	Communicates thoughts and ideas effectively in a respectful and professional manner, considering the thoughts and ideas of others. Demonstrates skill in communicating with diverse populations. Able to address miscommunication and mediate misunderstandings.	Consistently communicates thoughts and ideas effectively in a professional and respectful manner. Responsive to the thoughts and ideas of a variety of people. Consistently demonstrates skill communicating with diverse populations. Recognizes difficult communication environments and seeks to resolve misunderstandings. Skillful communication is used to solve problems.

<p>11. Communicate in a courteous, tactful, and constructive manner, while building effective relationships.</p>	<p>Fails to engage in constructive effective, cooperative, and/or diverse interpersonal relationships within the District and community. Does not contribute to a cooperative work environment. Initiates or responds to workplace gossip, building interpersonal barriers in the team or department.</p>	<p>Sometimes engages in constructive, effective, cooperative, and/or diverse interpersonal relationships within the District and community. Occasionally contributes to a cooperative work environment and contributes to or responds to workplace gossip.</p>	<p>Consistently builds constructive, effective, cooperative, and diverse interpersonal relationships within the District and community. Contributes to a cooperative work environment and fosters team effectiveness and success. Does not contribute to or respond to workplace gossip.</p>	<p>Actively seeks to build constructive, effective, cooperative, and diverse interpersonal relationships within the District and community. Contributes to a cooperative work environment and fosters team effectiveness and success. Proactively breaks down barriers which interfere with effective communication, and actively works to redirect others who contribute to workplace gossip or other communication and teamwork barriers.</p>
<p>12. Contribute to open communication between self and supervisor.</p>	<p>Open communication between self and supervisor is obstructed.</p>	<p>Avoids open communication between self and supervisor.</p>	<p>Contributes to open communication between self and supervisor.</p>	<p>Initiates and maintains open communication between self and supervisor.</p>

PROFESSIONAL GROWTH CONTINUUM

Core Standard 3: Work Productivity & Organization

Effectively use work time; setting priorities and timelines to accomplish assigned duties in support of team or program. Complete assignments within time limits, work independently, and keep appropriate records. Demonstrate initiative.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
13. Effective use of work time; setting priorities and timelines to accomplish assigned duties in support of the team or program.	Does not use available work time to accomplish tasks and meet deadlines. Requires supervision to start and complete job-related tasks and assignments.	Is inconsistent about using available work time to accomplish assigned tasks. Needs prompts to be productive related to starting and/or completing required tasks requiring supervisor direction.	Uses available work time to accomplish assigned tasks. Maintains a consistent level of productivity, starting and finishing work on assigned tasks independently.	In addition to being proficient in this area, supports the team, program, or others to be proficient as well. Uses available work time to complete assigned tasks, as well as contributing to or completing projects that support the team, program, or others, while assuming full responsibility for starting and finishing work. Takes responsibility for reporting level of completion to supervisor throughout projects.
14. Complete assignments within time limits, prioritizes independently, and keep appropriate records.	Assigned tasks are rarely completed by expected deadlines. Appropriate priorities and records are not maintained. Work is not effective without direct supervision.	Occasionally completes assigned tasks in a timely and useful manner including record-keeping with little direct supervision. May need support to prioritize and structure their day.	Regularly and independently prioritizes tasks and completes work on time, even with pressing deadlines. Prioritizes and structures assignments with limited supervision.	Consistently works independently, anticipates work needs and completes assigned tasks prior to deadlines. Interim components of the assignment are completed in advance of the projected time frame. Contributes to the effective records management of the department and is a model for others.

15. Demonstrate initiative.	Work is not completed without close supervision and direction. Tasks are either avoided or overlooked.	Usually completes assigned work with some direction. With direction, will perform other tasks when assigned work is completed.	Able to accomplish tasks with little or no direction. After assigned work is completed, seeks out and does other tasks.	Work is completed without close supervision and direction. Looks for and acts upon opportunities to improve methods and skills. When assigned work is completed, initiates additional departmental tasks without waiting to be asked.
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PROFESSIONAL GROWTH CONTINUUM

Core Standard 4: Quality of Work & Accountability

Produce neat, accurate, thorough, professional work with high standards; monitoring progress, and results, including correcting own errors. Use resources efficiently and effectively.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
16. Produce neat, accurate, thorough, professional work with high standards; monitoring progress, and results, including correcting own errors.	Work is rarely accurate, neat, and thorough. Quality of work does not meet supervisor expectations. Work produced is of unacceptable quality. Work frequently needs to be redone.	Sometimes works in a manner that is accurate, neat, and thorough. Quality of work inconsistently meets expectations requiring supervisor support to find/correct errors. Work occasionally needs to be redone. Displays a basic understanding of work quality standards.	Consistently works in a manner that is accurate, neat, and thorough. Quality of work meets expectations with minimal supervision. Self-reviews and corrects errors. Work seldom needs to be redone. Demonstrates ability to meet work quality standards.	In addition to consistently working in a manner that is accurate, neat, and thorough, the employee actively seeks and applies innovative approaches which will improve and/or enhance his/her work beyond the norm. Monitors and corrects errors and serves as a resource for others for review of team projects and products.
17. Use resources efficiently and effectively.	Quality of work undermines the efficient achievement of goals and objectives. Wastes time and supplies. Does not use and/or maintain equipment and supplies efficiently or effectively.	Quality of work does not contribute to the efficient achievement of goals and objectives. Is not consistently effective with use of technology and supplies to produce quality work	Quality of work consistently meets standards for position. Completes tasks with satisfactory efficiency. Proficiently uses technology and supplies to produce quality work.	Quality of work consistently exceeds standards for position. Completes tasks with exceptional efficiency. Skillfully uses technology and supplies to produce work of exceptional quality.

PROFESSIONAL GROWTH CONTINUUM

Core Standard 5: Collaboration

Develop cooperation and teamwork while collaborating with co-workers, education partners, and administration to complete tasks and solve problems when appropriate. Work effectively with all staff and interact with the public in a positive and professional manner. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally. Develop and maintain professional relationships with colleagues and the public.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
18. Develop cooperation and teamwork while collaborating with co-workers, education partners, and administration to complete tasks and solve problems when appropriate.	The employee has difficulty actively functioning in an environment that requires teamwork. Does not demonstrate an understanding of how their own behavior impacts others. There is minimal collaboration completing tasks or solving problems.	The employee intermittently performs as an active, positive and contributing member of the team. Periodically demonstrates an understanding of how their behavior impacts others. At times collaborates with others, but not as often as needed to complete tasks and solve problems.	The employee is an active, positive and contributing member of the team and is aware of how their behavior impacts others. When appropriate, collaborates with others to complete tasks and solve problems.	In addition to effectively demonstrating proficiency in this standard, the employee openly seeks to build and support a workplace of collaboration and teamwork. When appropriate, initiates collaboration with others in order to complete tasks and solve problems.
19. Work effectively with all staff and interact with the public in a positive and professional manner.	Does not demonstrate positive, effective and cooperative relationships with staff, students, and the public.	On occasion demonstrates positive, effective, and cooperative relationships with all staff, students, and the public.	Consistently demonstrates positive, effective, and cooperative relationships with all staff, students, and the public.	Consistently models and actively seeks positive, cooperative relationships with all staff, students, and the public. Anticipates/addresses any questions or concerns.
20. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally. Develop and maintain professional relationships with colleagues and the public.	Treatment of others lacks civility, fails to value diversity, and promotes rather than resolves conflict. Professional relationships with colleagues and the public are neither developed nor maintained.	Sometimes treats people with respect and civility, does not always value diversity, or resolve conflicts professionally. Develops and maintains professional relationships with a limited number of colleagues and the public.	Generally, treats all people with respect and civility, values diversity, and resolves conflicts professionally. Generally develops and maintains professional relationships with colleagues and the public.	Consistently treats all people with respect and civility, values diversity, and resolves conflicts professionally. Consistently develops and maintains professional relationships with colleagues and the public.

PROFESSIONAL GROWTH CONTINUUM

Core Standard 6: Problem Solving

Make accurate, informed, and independent decisions. Use analysis, experience, and logical methods to make good decisions and solve difficult problems.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
21. Make accurate, informed, and independent decisions.	Unable to make accurate, independent decisions.	Intermittent ability to make accurate independent decisions and/or occasional failure to follow directions make it difficult to depend on the employee's decisions .	Able to consistently make accurate, independent decisions and follow directions. Can be relied upon to make informed decisions.	In addition to being proficient, helps others make accurate, informed, and independent decisions.
22. Use analysis, experience, and logical methods to make good decisions and solve problems.	Does not collect facts before making decisions or taking action. Jumps to conclusions with little or no evidence. Does not problem solve.	Considers some facts, data, actions, resources, and constraints before selecting a method for accomplishing a task or project. Employee is able to problem-solve with the support of others.	Considers multiple and/or alternative actions, resources, and constraints before selecting a method for accomplishing a task or project. Effectively uses data to solve problems independently.	Effectively considers alternative solutions and approaches when taking action, keeping the focus on facts and solutions rather than opinions and problems. Employee uses data to assist the department in reaching viable solutions to complex or difficult problems.

PROFESSIONAL GROWTH CONTINUUM

Core Standard 7: Professionalism

Attend work and work-related activities regularly and on time in order to preserve the continuity of delivery. Demonstrate flexibility and adaptability to a constantly changing work environment. Exercise discretion and safeguard confidential information. Demonstrate knowledge of and/or compliance with workplace expectations, rules, regulations, statutes, policies, agreements, goals, and procedures. Participate in and take ownership of personal professional growth. Actively support the District’s mission, values, and strategic plan.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
23. Attend work and work-related activities regularly and on time in order to preserve the continuity of delivery.	Attendance and/or punctuality does not meet expectations; calls in with limited notice and/or does not follow absence reporting procedures; frequently not ready to assume responsibilities at report to work time; interfering with job performance.	Attendance and punctuality is intermittent and impacts service or job performance. Does not demonstrate proper notification and use of leave time all of the time. Not consistently ready to assume responsibilities at beginning of shift.	Consistent attendance. Reports to work on time and ready to assume responsibilities. Demonstrates proper notification and use of leave time.	Is always punctual and reliable. Provides advance notice of absences when possible, and adheres to all notification and reporting procedures for absences.
24. Demonstrate flexibility and adaptability to a constantly changing work environment.	Does not adjust and interact to new and unfamiliar situations and procedures. Reacts negatively to the unexpected. Does not accept supervisory feedback and/or implement recommended changes. Flexibility is not demonstrated in response to team, program, or District needs.	Requires additional time and/or supervisory coaching to adjust to new situations and procedures. Requires additional time and/or supervisory coaching to respond positively to the unexpected. Occasionally responds negatively to direction and feedback from supervisor. Generally, demonstrates flexibility in order to accommodate team, program, or District needs.	Consistently adjusts and interacts to new situations and procedures. Demonstrates flexibility. Responds positively to the unexpected and accepts direction and feedback from supervisor. Demonstrates flexibility in order to accommodate team, program, or District needs.	In addition to effectively demonstrating proficiency in this standard, frequently volunteers to assume additional responsibilities when the need arises and/or independently mentors colleagues who are having difficulty making adjustments to change. Seeks feedback from supervisor and others to improve knowledge and skills.
25. Exercise discretion and safeguard confidential information.	Discretion is not exercised. Confidential and privileged information fails to be safeguarded.	Periodically exercises discretion. Unreliably safeguards confidential and privileged information.	Usually exercises discretion. Safeguards confidential and privileged information.	Reliably exercises discretion. Safeguards confidential and privileged information.

<p>26. Demonstrate knowledge of and/or compliance with workplace expectations, rules, regulations, statutes, policies, agreements, goals, and procedures.</p>	<p>Does not demonstrate knowledge of and/or compliance with the rules, regulations, statutes, policies, agreements, goals, and procedures which directly impact him/her in the performance of the job and as a District employee.</p>	<p>Demonstrates partial knowledge of and/or compliance with the rules, regulations, statutes, policies, agreements, goals, and procedures which directly impact him/her in the performance of the job and as a District employee.</p>	<p>Demonstrates knowledge of and compliance with the rules, regulations, statutes, policies, agreements, goals, and procedures which directly impact him/her in the performance of the job and as a District employee.</p>	<p>In addition to effectively meeting the proficient standard, the employee actively seeks ways to support opportunities to improve compliance with rules, regulations, statutes, policies, agreements, goals, and procedures.</p>
<p>27. Participate in and take ownership of personal professional growth.</p>	<p>Does not take opportunities to grow professionally in knowledge and skills.</p>	<p>Participates in professional development opportunities but training is not transferred to practice.</p>	<p>Actively self-identifies areas for growth and pursues professional development related to assignment.</p>	<p>Actively self-identifies areas for growth and pursues professional development related to assignment; initiates the sharing of new learning with others to improve efficiency in the department/tasks.</p>
<p>28. Actively support the District's mission, values, and strategic plan.</p>	<p>The employee has not engaged in any professional development activities to enhance knowledge or skill in the area of supporting the District mission, values, and strategic plan. The employee makes no effort to share knowledge with others or to assume professional responsibilities in support of the District's equity goal.</p>	<p>The employee participates, in a limited extent, in school/department/district equity-focused professional activities. The employee has assisted other staff and contributed, in a limited way, to the professional goals of District equity goal.</p>	<p>Demonstrates knowledge of the District's goals, mission, values, and strategic direction; is able to articulate how they relate to their work within the District and broader community. The employee seeks out opportunities for professional development in areas aligned with the District's mission, values, and strategic plan. The employee participates actively in assisting other staff and looks for ways to contribute to meeting the District's equity goal.</p>	<p>Seeks opportunities to model the goals, mission, values, and strategic direction in their work; leads team or department to incorporate these initiatives. The employee consistently seeks out opportunities for professional development focused on the District's mission, values, and strategic plan and makes a distinct effort to participate in (attend, facilitate, initiate, or lead), school/department/district activities, meetings, and events related to the district equity goal. When making decisions and taking action, questions and considerations regarding the District's goal(s) are used.</p>

PROFESSIONAL GROWTH CONTINUUM

Core Standard 8: Student Assistance/Management

Provide a safe and supportive environment for students. Demonstrate respectful interaction and rapport with students. Contributes to and supports the educational environment by understanding routines and procedures of the classroom or group, including student supervision as appropriate. Accurately and independently assist the licensed educator in organization of activities, materials, and prepare lessons as requested/directed by the licensed educator or supervisor. Collect and maintain accurate data as prescribed by the licensed educator or supervisor.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
29. Provide a safe and supportive environment for students.	Does not understand student behavior expectations or demonstrate management systems, including positive behavior supports and building support systems and personnel available, resulting in student safety concerns or students not receiving necessary supports.	Demonstrates a limited understanding of student behavior expectations and inconsistently implements management systems, including positive behavior supports, resulting in occasional student safety concerns or students not receiving necessary supports.	Understands and implements student behavior expectations and management systems, including positive behavior supports, thus contributing to a safe and supportive educational environment for students.	As well as being proficient in this standard, makes contributions and provides suggestions for the improvement of student safety and support systems.
30. Demonstrate respectful interaction and rapport with students.	Does not demonstrate an atmosphere of respect and rapport with students, as evidenced by disrespect, sarcasm, put-downs, insensitivity to students' ages, cultural backgrounds, and developmental levels.	Occasionally demonstrates ability to engage with a variety of students. The intent of communication with students occasionally results in unintended impacts, such as disrespect or insensitivity toward students' ages, cultural backgrounds, and development levels, SES, identity, etc.	Consistently interacts in a friendly, caring, respectful manner with a diverse population of students. Communication is constructive and motivating; responds appropriately to challenging student behavior. Contributes to all students feeling safe and valued.	In addition to being proficient in this standard, interactions between employee and students are highly respectful, reflecting genuine warmth, sensitivity, and caring, encouraging student efforts. Students are observed to respond favorably to staff member.
31. Contribute to and support the educational environment by understanding routines and procedures of the classroom or group, including student supervision as appropriate.	Does not demonstrate an understanding of or ability to follow routines and procedures as assigned by educator or administrator.	Periodically understands and follows routines and procedures as assigned by educator or administrator.	Understands and follows routines and procedures of the classroom or group as assigned by educator or administrator.	Understands and follows routines and procedures and makes contributions and suggestions for improvement.

<p>32. Accurately and independently assists the licensed educator in organization of activities, materials, and prepare lessons as requested/directed by the licensed educator or supervisor.</p>	<p>Does not communicate with licensed educators and other staff regarding student progress and behavior as requested by supervisor. Lessons, activities, and materials are not accurately prepared as requested by licensed educator or supervisor.</p>	<p>Communicates with other educators when necessary; may miss opportunities to contribute to educational planning for children/students due to limited knowledge of student progress and behavior. May require ongoing feedback to complete with accuracy.</p>	<p>Engages in professional communication with other educators to enhance the learning experience for students; uses planned time with licensed educators to contribute to and communicate regarding students' progress and behavior. Independently and accurately prepares student lessons, materials, and activities as directed by the licensed educator or supervisor.</p>	<p>Effectively works as part of a team to assist in development of group or class activities and is a proactive member of the educational team; plans time with teachers and informs staff about progress and behavior of students. Assists licensed educator in planning and independently prepares lessons, activities, and organizes teaching materials; makes suggestions to team about materials for use and takes initiative in their development.</p>
<p>33. Collect and maintain accurate data as prescribed by the licensed educator or supervisor.</p>	<p>Does not accurately collect data on learner activity as directed by the educator or supervisor.</p>	<p>Occasionally collects data on learner activities as directed by the educator or supervisor; data is not always accurate.</p>	<p>Consistently collects accurate data on learner activities as directed by the educator or supervisor.</p>	<p>Consistently collects accurate data on learner activities as directed by the educator; collaborates with educator or supervisor to design data collection tools.</p>

APPENDIX A
CLASSIFIED SELF-REFLECTION FORM

Classified Self-Reflection Form

Classified Employee Name: _____ ID #: _____

Position: _____ Location: _____ Date: _____

Levels of Performance:

Exceeds	Surpasses, excels, superior skills, goes beyond expectations
Proficient	Satisfies, fulfills, and conforms with expectations
Developing	Become better, develop more skills
Unsatisfactory	Needs significant improvement, insufficient, deficient, does not meet the requirements of the position

Professional Growth Continuum: Refer to pages 11-23 of the Classified Professional Growth and Evaluation Handbook, Professional Growth Continuum, to determine the level of performance for each Standard.

Unsatisfactory	Developing	Proficient	Exceeds	Does Not Apply	Core Standards
Core Standard 1: Job Knowledge & Technical Skills					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Attain, maintain, and demonstrate the required educational, functional, and technical knowledge and skills as defined in an individual job description.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Perform job procedures and responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Identify and use all available resources including equipment and technology that are necessary for the position.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Demonstrate interest in and ability to acquire and apply new skills, retain information and implement work knowledge independently.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Share job knowledge and experience to promote department's overall efficiency and productivity.
CS1 Comments:					
Core Standard 2: Communication & Interpersonal Skills					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Listen actively and respectfully to others, and ask questions when needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Understand and follow instructions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Respond to requests in a timely manner with complete information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Demonstrate effective, timely, and professional written communication skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Communicate effectively, by adapting message style and tone to a variety of audiences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Communicate in a courteous, tactful and constructive manner, while building effective relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Contribute to open communication between self and the supervisor.
CS2 Comments:					

Unsatisfactory	Developing	Proficient	Exceeds	Does Not Apply	Core Standards
Core Standards					
Core Standard 3: Work Productivity & Organization					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Effective use of work time; setting priorities and timelines to accomplish assigned duties in support of the team or program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Complete assignments within time limits, prioritizes independently and keep appropriate records.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Demonstrate initiative.
CS3 Comments:					
Core Standard 4: Quality of Work & Accountability					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Produce neat, accurate, thorough, professional work with high standards, monitoring progress and results, including correcting own errors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Use resources efficiently and effectively.
CS4 Comments:					
Core Standard 5: Collaboration					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Develop cooperation and teamwork while collaborating with co-workers, education partners, and administration to complete tasks and solve problems when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Work effectively with all staff and interact with the public in a positive and professional manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally. Develop and maintain professional relationships with colleagues and the public.
CS5 Comments:					
Core Standard 6: Problem Solving					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Make accurate, informed, and independent decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Use analysis, experience, and logical methods to make good decisions and solve difficult problems.
CS6 Comments:					
Core Standard 7: Professionalism					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Attend work and work-related activities regularly and on time in order to preserve the continuity of service delivery.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Demonstrate flexibility and adaptability to a constantly changing work environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Exercise discretion and safeguard confidential information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Demonstrate knowledge of and/or compliance with workplace expectations, rules, regulations, statutes, policies, agreements, goals, and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Participate in and take ownership of personal professional growth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Actively support the District's mission, values, and strategic plan.
CS7 Comments:					

Core Standard 8: Student Assistance/Management (for staff with direct student contact only)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Provide a safe and supportive environment for students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Demonstrate respectful interaction and rapport with students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Contribute to and support the educational environment by understanding routines and procedures of the classroom or group, including student supervision as appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Accurately and independently assist the licensed educator in organization of activities, materials, and prepare lessons as requested/directed by the licensed educator or supervisor.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Collect and maintain accurate data as prescribed by the licensed educator or supervisor.

CS8 Comments:

1. Considering your self-assessment on the rubric above, what do you see as your strongest area(s) of performance?

2. Please list two areas you will focus on for your professional growth this year.

Employee Signature/Date

APPENDIX B
CLASSIFIED PERFORMANCE GOAL FORM



Classified Performance Goal Setting Form

Classified Employee Name:

ID #

Position:

Location:

Date:

Performance Goals are to be completed by permanent staff annually, after completing the ***Classified Self-Reflection Form***.

Goal Criteria:

- Performance goals are designed to encourage professional growth and improve job skills and job performance.
- The Supervisor will approve all performance goals.
- Progress toward meeting one's performance goals will be considered during evaluations.
- Performance goals will pertain to some aspect of the employee's job responsibilities and/or professional growth.
- Performance goals will pertain to the Core Standards and Core Indicators.
- Performance goals should be written so progress can be measured and within the limits of what the employee can control.

Goal #1: Developed by Classified Employee OR Prescribed by Supervisor

Guiding Question	Goal Development
Core Standard: What Core Standard is the goal derived from?	
Rationale: Why did you choose this Standard?	
Performance Goal: What is your goal to improve your performance and/or professional growth?	
Baseline: Outline the data you have about where you are "starting from" in this goal area.	
Professional Supports: What supports and assistance will you need to accomplish your performance and/or professional goal?	
Assessment: List what you will use to measure the level of success of your goal. How will you know you have met it?	

Comments:



Classified Performance Goal Setting Form

Goal #2: Developed by Classified Employee OR Prescribed by Supervisor

Guiding Question	Goal Development
Core Standard: What Core Standard is the goal derived from?	
Rationale: Why did you choose this Standard?	
Performance Goal: What is your goal to improve your performance and/or professional growth?	
Knowledge/Skills: Describe the relevant/specific knowledge and skills that will be obtained?	
Baseline: Outline the data you have about where you are "starting from" in this goal area.	
Professional Supports: What supports and assistance will you need to accomplish your performance and/or professional goal?	
Assessment: List what you will use to measure the level of success of your goal. How will you know you have met it?	

Comments:

Follow Up:

Retain a copy of these goals in the employee file, to be reviewed at the evaluation meeting (annual review).

Signatures:

Employee Signature/Date

Administrator Signature/Date



Classified Performance Goal Setting Form

Classified Employee Name:

ID #

Position:

Location:

Date:

Goal 1:

Mid-Year Check	
Review of Progress Describe your progress on Goal 1 using the data and information available.	
Professional Support List any support you have received and any additional support you may need to accomplish your goal.	
Modifications / New Information List any modifications necessary to achieve your goal.	

Comments:



Classified Performance Goal Setting Form

Goal 2:

Mid-Year Check	
Review of Progress Describe your progress on Goal 2 using the data and information available.	
Professional Support List any support you have received and any additional support you may need to accomplish your goal.	
Modifications / New Information List any modifications necessary to achieve your goal.	

Comments:

Follow Up:



Classified Performance Goal Setting Form

Classified Employee Name:

ID #

Position:

Location:

Date:

Goal 1:

End of Year Goal Assessment	
Review of Progress Describe your progress on Goal 1 using the data and information available. This may include work samples.	
Reflection on Results/Accomplishments Share insights into your results on Goal 1.	
Professional Growth Implications How might you use this data to assist in the planning of your future professional growth?	

Comments:



Classified Performance Goal Setting Form

Goal 2:

End of Year Goal Assessment	
Review of Progress Describe your progress on Goal 1 using the data and information available. This may include work samples.	
Reflection on Results/Accomplishment Share insights into your results on Goal 2.	
Professional Growth Implications How might you use this data to assist in the planning of your future professional growth?	

Comments:

Follow Up:

Retain a copy of these goals in the employee file, to be reviewed at the evaluation meeting (annual review).

Signatures:

Employee Signature/Date

Administrator Signature/Date

APPENDIX C
CLASSIFIED PERFORMANCE EVALUATION FORM



Classified Performance Evaluation Form

Classified Employee Name: _____ ID #: _____

Position: _____ Location: _____ Date: _____

Annual Evaluation

Probationary Evaluation period: 60 day 90 day

Levels of Performance:

Exceeds	Surpasses, excels, superior skills, goes beyond expectations
Proficient	Satisfies, fulfills, and conforms with expectations
Developing	Become better, develop more skills
Unsatisfactory	Needs significant improvement, insufficient, deficient, does not meet the requirements of the position

Professional Growth Continuum: Refer to pages 12-28 of the Classified Professional Growth and Evaluation Handbook, Professional Growth Continuum, to determine the level of performance for each Standard.

Exceeds	Proficient	Developing	Unsatisfactory	Does Not Apply	Core Standards
Core Standard 1: Job Knowledge & Technical Skills					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Attain, maintain, and demonstrate the required educational, functional, and technical knowledge and skills as defined in an individual job description.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Perform job procedures and responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Identify and use all available resources including equipment and technology that are necessary for the position.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Demonstrate interest in and ability to acquire and apply new skills, retain information and implement work knowledge independently.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Share job knowledge and experience to promote department's overall efficiency and productivity.
CS1 Comments:					
Core Standard 2: Communication & Interpersonal Skills					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Listen actively and respectfully to others, and ask questions when needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Understand and follow instructions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Respond to requests in a timely manner with complete information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Demonstrate effective, timely, and professional written communication skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Communicate effectively, by adapting message style and tone to a variety of audiences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Communicate in a courteous, tactful and constructive manner, while building effective relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Contribute to open communication between self and the supervisor.
CS2 Comments:					

Exceeds	Proficient	Developing	Unsatisfactory	Does Not Apply	Core Standards
Core Standard 3: Work Productivity & Organization					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Effective use of work time; setting priorities and timelines to accomplish assigned duties in support of the team or program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Complete assignments within time limits, prioritizes independently and keep appropriate records.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Demonstrate initiative.
CS3 Comments:					
Core Standard 4: Quality of Work & Accountability					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Produce neat, accurate, thorough, professional work with high standards, monitoring progress and results, including correcting own errors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Use resources efficiently and effectively.
CS4 Comments:					
Core Standard 5: Collaboration					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Develop cooperation and teamwork while collaborating with co-workers, education partners, and administration to complete tasks and solve problems when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Work effectively with all staff and interact with the public in a positive and professional manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally. Develop and maintain professional relationships with colleagues and the public.
CS5 Comments:					
Core Standard 6: Problem Solving					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Make accurate, informed, and independent decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Use analysis, experience, and logical methods to make good decisions and solve difficult problems.
CS6 Comments:					
Core Standard 7: Professionalism					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Attend work and work-related activities regularly and on time in order to preserve the continuity of service delivery.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Demonstrate flexibility and adaptability to a constantly changing work environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Exercise discretion and safeguard confidential information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Demonstrate knowledge of and/or compliance with workplace expectations, rules, regulations, statutes, policies, agreements, goals, and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Participate in and take ownership of personal professional growth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Actively support the District's mission, values, and strategic plan.
CS7 Comments:					

Core Standard 8: Student Assistance/Management (for staff with direct student contact only)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Provide a safe and supportive environment for students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Demonstrate respectful interaction and rapport with students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Contribute to and support the educational environment by understanding routines and procedures of the classroom or group, including student supervision as appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Accurately and independently assist the licensed educator in organization of activities, materials, and prepare lessons as requested/directed by the licensed educator or supervisor.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Collect and maintain accurate data as prescribed by the licensed educator or supervisor.
CS8 Comments:					

Additional Comments:

APPENDIX D
NWRESD WORKPLACE EXPECTATIONS

WORKPLACE EXPECTATIONS

The following are expectations of NWRES D for all employees. Failure to comply with these requirements will be cause for disciplinary action up to and including dismissal.

Expectation	Meets	Does not Meet
Attendance and Punctuality: The employee has regular attendance at work and work activities and is punctual in meeting deadlines, attending meetings, following schedules, and responding to communications.	<input type="checkbox"/>	<input type="checkbox"/>
Personal Appearance: The employee is dressed and groomed in a neat, clean, appropriate and professional manner for the assignment and work setting.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality: The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.	<input type="checkbox"/>	<input type="checkbox"/>
Following policies and directives: The employee follows all district policies, rules, regulations, memos, bulletins, announcements, applicable job descriptions and reasonable requests by proper authorities.	<input type="checkbox"/>	<input type="checkbox"/>
Setting appropriate boundaries with students: The employee maintains professional boundaries in his or her relationships with students, including the use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking and internet sites.	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration: The employee maintains relationships with other staff members that are characterized by mutual support, cooperation, and respect and that build a culture of collaboration focused on student learning.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate use of technology: The employee uses the internet, email, and electronic communication in compliance with Northwest Regional Education Service District Acceptable Use Policy and Administrative Rules.	<input type="checkbox"/>	<input type="checkbox"/>
Personal Conduct: The employee will not engage in conduct detrimental to the District or its personnel. All classified employees will meet standards for competent employees.	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION:

- Continuation of Employment
- Continuation with Implementation of MOE*
- Termination of employment
- Continue Probationary Status (60 or 90 day review only)
- Probationary to Permanent Status (90 day)

*Memorandum of Expectations

Signatures:

To be signed after evaluation meeting. This evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement. I understand that I may provide written response and have it attached to this evaluation.

Employee Signature/Date

Supervisor Signature/Date