

Cleveland Metropolitan School District

Performance Evaluation for Represented Educational Support Staff

Updated: September 22, 2014

Employee Name: _____

Position : _____

Evaluation Period: From: _____ To: _____

Evaluator: _____ Date: _____

9/22/2014

Instructions

Objectives for the Performance Evaluation

1. At the beginning of each school year there should be a discussion between the supervisor and the employee regarding job expectations.
2. The performance evaluation should be a process between the employee and the evaluator during which the evaluator provides a fair, objective, and documented assessment of the employee's performance and the employee has the opportunity to respond and provide his/her perspectives.
3. The evaluator is expected to consider the entire review period when conducting the evaluation with documentation, as appropriate, for significant events that have occurred.
4. The performance evaluation should focus on the development of the employee regarding their job capabilities and career opportunities.
5. Performance that meets or exceeds expectations should be recognized in a positive manner.
6. The performance evaluation should conclude with an understanding being reached between the evaluator and the employee on the employee's performance, accomplishments during the review period, development needs, and specific action plans with clear timelines to address them.

Instructions for Completing the Evaluation Form

1. Reviews are to be conducted on an annual basis no earlier than 60 calendar days before the last scheduled work day of the year for ten month employees and no earlier than 60 calendar days before June 30 for twelve month employees.
2. Review the employee's job responsibilities and consider his/her performance during the entire review period, including documentation of significant events that have occurred.
3. For each factor, evaluate the sub-factors using the wording of the rubrics as a guide to determine your rating. All rating descriptions will only apply to this performance evaluation process. If a sub-factor does not apply to the employee, use "N/A."
4. If a rating on a sub-factor is below "Skilled" but there is no supporting evidence, the rating will become "Skilled."
5. Note accomplishments and performance improvement needs and plans in the "Summary of Accomplishments and Developmental Needs" section of the form. (Required)
6. Record the sub-factor ratings in the Ratings Summary section and determine the Total Performance Rating using the enclosed total performance ratings guide.
7. Any sub-factor rated as "Marginal" should be discussed and documented In the Summary of Accomplishments and Development Needs.
8. If A Total Performance Rating of "Ineffective/At Risk" requires a Performance Improvement Plan that includes (1) The specific performance improvement need, (2) The action to be taken, (3) The time period for completion, and (4) The timing for a follow up review. These Performance Improvement Plans are to be documented on the attached Performance Improvement Plan form.

Instructions for Conducting the Review

1. A meeting must be held between the evaluator and the employee to complete the evaluation process.
2. Schedule the meeting at a mutually convenient time in a location that provides an opportunity to have a confidential uninterrupted discussion.
3. Give the employee a copy of the performance evaluation form.
4. Use the rubrics to explain the sub-factor ratings.
5. Review the summary of the employee' accomplishments and development needs.
6. Use the guidelines to explain the Total Performance Rating to the employee.
7. For a Total Performance Rating that is "Ineffective/At Risk" establish the terms of the Performance Improvement Plan as noted on the Performance Improvement Plan form.
8. Seek the employee's feedback regarding the contents of the review, answer questions and seek to reach an understanding on the ratings and the total review.
9. Request that the employee sign the review form acknowledging that the review has been conducted. If an employee declines to sign the form, note that on the review form.
10. Employees may submit comments regarding their perceptions of the review. These comments are to be attached to the review form.
11. The employee receives a copy of the completed and signed review form, the original shall be forwarded to Human Resources for inclusion in the employee's personnel file (along with any employee comments that are submitted), and a copy can be retained by the evaluator.

Employee Responsibilities

1. Employees should come to a performance evaluation meeting prepared to discuss their performance during the review period, development needs, and plans to improve performance.
2. Employees are encouraged to complete a self-evaluation using the same performance evaluation form as the evaluator. The employee then has the option of using this self-evaluation:
 - a. As notes to be discussed as desired in the evaluation meeting, or
 - b. To submit under Attachment 4 to the performance evaluation form, "Comments Provided By Employee" along with any other documentation the employee wishes to submit.
3. Employees may also choose not to complete a self-evaluation form
4. Employees are expected to actively participate in the performance evaluation discussion by listening to the evaluator's performance feedback, asking questions to clarify understanding, responding to development recommendations in a positive manner, and seeking to reach an understanding with the evaluator on any areas of disagreement.
5. By the end of the following workday after a performance evaluation discussion, employees can document in a statement that will be attached to the performance evaluation form under Attachment 4 any areas of disagreement with the evaluation that are not resolved during the meeting.
6. An employee may contact human resources if they have other questions or concerns regarding the performance evaluation process.

Professional Development Assistance for “At Risk” Employees (See Attachment 2: Performance Improvement Plan Flow Chart)

1. **Initial Review:** Following an initial “Ineffective/At Risk” total performance rating:
 - a. A meeting between the evaluator and the employee is to be held within 21 calendar days. The evaluator will develop a Performance Improvement Plan (PIP) to be reviewed with the employee using the Performance Improvement Plan form (Attachment 1 of the performance evaluation form).
 - b. The employee can have a union representative present if desired, and is to sign off if they do not (With the union getting a copy of the signed form if they do not want a union representative present).
 - c. If the PIP meeting is not held within 21 calendar days, the performance improvement period defined in the MOU does not begin, and a follow up full review is to be held in six months from this 21st calendar day reviewing the employee’s performance during the six month period since the initial review.

2. **Six-Month Review:** If the PIP is completed within the 21 day period following the initial “Ineffective/At Risk” review the employee shall be re-evaluated with a full review in six (6) months from the date of the initial review.
 - a. If the employee’s total performance rating has improved to above “Ineffective/At Risk”, the employee shall be returned to the normal evaluation cycle, and the employee’s next review will be for the remainder of the normal review cycle following the six (6) month review.
 - b. If the total performance rating continues to be “Ineffective/At Risk”, the process defined in 1 a. & b. above will be used to develop a new PIP.
 - c. If the PIP meeting is not held within 21 calendar days, the performance improvement period defined in the MOU will continue at this six-month level, and a follow up full review is to be held in six (6) months from this 21st calendar day.

3. **Ninety-Day Interim Reviews:** If the PIP in 2 a. & b. above is completed within the 21 day period following the six-month “Ineffective/At Risk” review the employee shall also receive interim reviews no less frequently than every ninety (90) days during the next twelve (12) months which will consist of a review of progress made in accomplishing the goals of the PIP developed at the time of the six-month review.

4. **Twelve-Month Review:** The employee shall be re-evaluated with a full review in twelve (12) months from the date of the six-month review.
 - a. If the employee’s total performance rating has improved to above “Ineffective/At Risk”, the employee shall be returned to the normal evaluation cycle unless a different cycle is agreed to by the Union and District.
 - b. If the total performance rating continues to be “Ineffective/At Risk”, the employee shall be subject to termination.

Total Performance Rating Guidelines

- Exemplary: Five or more sub-factors are rated *Accomplished* or higher with at least three of those sub-factors rated *Exemplary*, and no sub-factors are rated lower than *Skilled*. Performance exceeds the expectations for the position over two or more consecutive review periods. Note: At least four sub-factors are rated as *Exemplary* for leadership positions.
- Accomplished: Five or more sub-factors are rated *Accomplished* or higher and no sub-factors are rated lower than *Skilled*. Performance exceeds the expectations for the position. Note: Six sub-factors for leadership positions.
- Skilled: Performance is primarily *Skilled* and does not fall into the *Exemplary*, *Accomplished*, or *Ineffective/At Risk* categories. Total performance meets the expectations for the position
- Ineffective/At Risk: Five or more sub-factors are rated *Marginal* or lower or two or more sub-factors are rated *Ineffective/At Risk*. Performance must improve and the employee is placed in a *Performance Improvement Program*.

Performance Factors
All rating descriptions will only apply to this performance evaluation process

Performance Factor #1: Job Knowledge

Possesses and demonstrates the capabilities to perform the duties of the position

	Sub-Factor	Ineffective/At Risk (I)	Marginal (M)	Skilled (S)	Accomplished (A)	Exemplary (E)
1a	Possesses and Applies Job Knowledge	Does not demonstrate the capabilities required to successfully perform the normal duties of the position	Demonstrates most but not all of the capabilities required to successfully perform the normal duties of the position	Demonstrates the capabilities required to successfully perform all of the normal duties of the position	During the review period has demonstrated a level of capability beyond that which is required to successfully perform the normal job duties and is able to perform more complex assignments. Serves as a resource to others.	For two or more consecutive review periods has demonstrated a level of capability beyond that which is required to successfully perform the normal job duties and is able to perform more complex assignments. Serves as a resource to others
Rating						
1b	Development of Job Knowledge	Has not demonstrated a willingness to obtain a level of capability required to successfully perform all of the normal duties of the position	Has participated in some but not all of the development actions available to obtain the level of capability required to successfully perform all of the normal duties of the position	Is willing to participate in the development actions needed to maintain the level of capability required to successfully perform all of the normal duties of the position	During the review period has taken the initiative to obtain additional knowledge beyond that which is required to successfully perform normal duties to be able to take on more complex assignments and make additional contributions to the District's success	For two or more consecutive review periods has taken the initiative to obtain additional knowledge beyond that which is required to successfully perform normal duties to be able to take on the more complex assignments and make additional contributions to the District's success
Rating						
1c	Problem Solving Ability	Frequently has had difficulty assessing the normal problems associated with the job and has required an excessive level of supervision to resolve	At times has had difficulty assessing the normal problems associated with the job and has required more than the normal level of supervision to resolve	Accurately assesses the normal problems associated with the job and resolves in an appropriate manner with only a normal level of supervision required	During the review period has demonstrated the ability to accurately assess more complex problems associated with the job and resolves in an appropriate manner with only a minimal level of supervision required	For two or more consecutive review periods has demonstrated the ability to accurately assess more complex problems associated with the job and resolves in an appropriate manner with only a minimal level of supervision required
Rating						

Performance Factor #2: Professionalism

Exhibits behaviors required to be successful in position and set a positive example for others

	Sub-Factor	Ineffective/At Risk (I)	Marginal (M)	Skilled (S)	Accomplished (A)	Exemplary (E)
2a	Communications Effectiveness	Frequently does not demonstrate the written, verbal, or listening skills that are required to communicate effectively in all normal job situations	At times does not demonstrate the written, verbal, or listening skills that are required to communicate effectively in all normal job situations	Demonstrates written, verbal, and listening skills that meet the requirements of the position and can communicate effectively in all normal job situations	During the review period has demonstrated written, verbal, and listening skills that are effective in even the most sensitive interactions with others	For two or more consecutive review periods has demonstrated written, verbal, and listening skills that are effective in even the most sensitive interactions with others
Rating						
2b	Maintains Confidentiality	On more than one occasion during the review period has not maintained required confidentiality of information associated with the position.	On one occasion during the review period has not maintained required confidentiality of information associated with the position.	At all times maintains required confidentiality of information associated with the position	At all times during the review period has maintained required confidentiality of information associated with the position and served as a resource to others in handling sensitive situations	For two or more consecutive review periods has maintained required confidentiality of information associated with the position and served as a resource to others in handling sensitive situations
Rating						
2c	Appearance As Defined In Board Policy Or The CBA Applicable To The Position. (List as N/A if there is no defined policy.)	On more than one occasion during the review period, appearance has not met the requirements of the position and has had to be addressed by supervision	On one occasion during the review period, appearance has not met the requirements of the position and has had to be addressed by supervision	During the review period, appearance has consistently met the requirements of the position		
Rating						
2d	Co-Worker Collaboration & Teamwork	Has frequently not shown respect for co-workers or demonstrated a willingness to collaborate with others to find solutions to work problems and accomplish tasks in a timely manner	At times during the review period has not shown respect for co-workers or demonstrated a willingness to collaborate with others to find solutions to work problems and accomplish tasks in a timely manner	Consistently shows respect for co-workers and demonstrates a willingness to collaborate with others to find solutions to work problems and accomplish tasks in a timely manner	During the review period has been a leader in showing respect for co-workers and demonstrating a willingness to collaborate with others to find solutions to work problems and accomplishing tasks in a timely manner	For two or more consecutive review periods has been a leader in showing respect for co-workers and demonstrating a willingness to collaborate with others to find solutions to work problems and accomplishing tasks in a timely manner
Rating						

Performance Factor #3: Customer Service

**Has been trained and utilizes S.T.A.R.T with H.E.A.R.T. principles to respond to the needs of students, parents, staff and community stakeholders
If the employee has not been trained rate this factor as "N/A"**

	Sub-Factor	Ineffective/At Risk (I)	Marginal (M)	Skilled (S)	Accomplished (A)	Exemplary (E)
3a	Effectively Utilizes The S.T.A.R.T Approach To Interact With Students, Parents, Staff And Community Stakeholders To Understand Their Customer Service Needs	Has frequently not effectively utilized the S.T.A.R.T Approach in situations, maintained composure, or exhibited a willingness to resolve customer service situations.	At times does not effectively utilize the S.T.A.R.T Approach in situations, maintain composure, or exhibit a willingness to resolve customer service situations.	Effectively utilizes the S.T.A.R.T Approach in all situations, maintains composure, and exhibits a willingness to resolve all customer service situations	During the review period has served as an example for others in effectively utilizing the S.T.A.R.T Approach in all situations, has maintained composure, and demonstrated a willingness to resolve difficult situations	For two or more consecutive review periods has served as an example for others in effectively utilizing the S.T.A.R.T Approach in all situations, maintained composure, and demonstrated a willingness to resolve difficult situations
Rating	<input type="checkbox"/>					
	<ul style="list-style-type: none"> ▪ Smile and greet warmly ▪ Tell your name, role, and what to expect ▪ Active listening and assistance ▪ Rapport and relationship building ▪ Thank the person 					
3b	Effectively Utilizes The H.E.A.R.T. Approach To Resolve Customer Service Issues In A Timely Manner	Frequently does not utilizes the H.E.A.R.T. Approach to effectively find solutions to all normal customer service situations in a timely manner	At times does not utilize the H.E.A.R.T. Approach to effectively find solutions to all normal customer service situations in a timely manner	Effectively utilizes the H.E.A.R.T. Approach to find solutions to all normal customer service situations in a timely manner	During the review period has served as an example for others in effectively utilizing the H.E.A.R.T Approach to resolve customer service issues and finding solutions to even the most difficult situations. Serves as a resource to others	For two or more consecutive review periods has served as an example for others in effectively utilizing the H.E.A.R.T Approach to resolve customer service issues and finding solutions to even the most difficult situations. Serves as a resource to others
Rating	<input type="checkbox"/>					
	<ul style="list-style-type: none"> ▪ Hear ▪ Empathize ▪ Apologize ▪ Respond ▪ Thank 					

Performance Factor #4: Work Habits
Exhibits work practices necessary to effectively perform job

	Sub-Factor	Ineffective/At Risk (I)	Marginal (M)	Skilled (S)	Accomplished (A)	Exemplary (E)
4a	Adaptability/ Flexibility	Frequently exhibits resistance to the normal interruptions and adjustments to the work routine or the implementation of necessary change initiatives	At times exhibits resistance to the normal interruptions and adjustments to the work routine or the implementation of necessary change initiatives	Anticipates and effectively deals with the normal interruptions and adjustments to the work routine. Supports the implementation of necessary change initiatives	Anticipates and effectively deals with the normal interruptions and adjustments to the work routine. During the review period has served as a role model in the implementation of necessary change initiatives	Anticipates and effectively deals with the normal interruptions and adjustments to the work routine. For two or more consecutive review periods has served as a role model in the implementation of necessary change initiatives
Rating						
	<input type="checkbox"/>					
4b	Initiative	Frequently does not manage own time and work activities to complete assignments as expected and an excessive level of supervision is required	At times has difficulty managing own time and work activities and does not complete assignments as expected and more than a normal level of supervision is required	Manages own time and work activities to be able to complete regular assignments as expected with only a normal level of supervision required	Is a self-starter and during the review period has completed all assignments as expected with minimal supervision required. As appropriate, seeks new tasks and responsibilities	Is a self-starter and for two or more consecutive review periods has completed all assignments as expected with minimal supervision required. As appropriate, seeks new tasks and responsibilities
Rating						
	<input type="checkbox"/>					
4c	Planning, Organizing & Time Management	Frequently does not plan, organize, and manage own time which requires extensive supervisor follow-up to ensure the performance and timely completion of the normal duties of the position	At times does not plan, organize, and manage own time to perform all of the normal duties of the position without the need for additional supervisor follow-up beyond that which is normally required	Regularly plans, organizes, and manages own time to perform the normal duties of the position without the need for additional supervisor follow-up beyond that which is normally required	During the review period has been a self starter in planning, organizing, and managing own time to perform assigned tasks without supervisor follow-up and seeking additional opportunities to contribute to the District's needs	For two or more consecutive review periods has been a self starter in planning, organizing, and managing own time to perform assigned tasks without supervisor follow-up and seeking additional opportunities to contribute to the District's needs
Rating						
	<input type="checkbox"/>					
4d	Attendance	Has received more than one violation under the progressive discipline of the attendance policy during the review period. Attendance needs to improve to an acceptable level	Arrives at work on time, works a full day, and does not leave early most of the time and has received one violation under the progressive discipline of the attendance policy during the review period	Arrives at work on time, works a full day, and does not leave early on a regular basis and has received no discipline for attendance during the review period	During the review period has had no more than 3 days of absence for those with 200 or more regularly scheduled work days or no more than 2 days of absence for those with 199 or less regularly scheduled work days. Excused absences for vacation, jury duty, professional leave, military leave, union business, special privilege, or assault leave will not count towards your total days.	Have had no occurrences of absence, tardiness or leaving early. Excused absences for vacation, jury duty, professional leave, military leave, union business, special privilege, or assault leave will not count towards your total days.
Rating						
	<input type="checkbox"/>					

Performance Factor #5: Safety

Understands and observes the laws, rules, policies, and practices to protect the safety of self and others

	Sub-Factor	Ineffective/At Risk (I)	Marginal (M)	Skilled (S)	Accomplished (A)	Exemplary (E)
5a Rating <input type="checkbox"/>	Understands Safety Laws, Rules, Policies and Practices Pertaining To The Position	On more than one occasion that resulted in discipline did not demonstrate an understanding of the safety laws, rules, policies, and practices associated with the job.	On one occasion that resulted in discipline did not demonstrate an understanding of the safety laws, rules, policies, and practices associated with the job.	Regularly demonstrates an understanding of the safety laws, rules, policies, and practices associated with the job	During the review period has regularly demonstrated an advanced understanding of the safety laws, rules, policies, and practices associated with the job and where possible provided guidance to less experienced employees	For two or more consecutive review periods has regularly demonstrated an advanced understanding of the safety laws, rules, policies, and practices associated with the job and where possible provided guidance to less experienced employees
5b Rating <input type="checkbox"/>	Adheres To Safety Laws, Rules, Policies & Practices Pertaining To The Position	On more than one occasion that resulted in discipline did not perform duties in a safe manner according to the laws, rules, policies & practices pertaining to the position, did not demonstrate a concern for the safety of self and others, failed to take initiative or preventive action, or failed to notify supervisory of a safety concern.	On one occasion that resulted in discipline did not perform duties in a safe manner according to the laws, rules, policies & practices pertaining to the position, did not demonstrate a concern for the safety of self and others, failed to take initiative or preventive action, or failed to notify supervisory of a safety concern.	Regularly performs duties in a safe manner according to the laws, rules, policies & practices pertaining to the position. Demonstrates a concern for the safety of self and others. Takes the initiative to identify and correct hazards and notify the supervisor of a safety concern	During the review period has served as a role model for others in performing duties in a safe manner according to the laws, rules, policies, and practices pertaining to the position. Demonstrates a concern for the safety of self and others. Takes the initiative to identify and correct hazards and notify the supervisor of a safety concern	For two or more consecutive review periods has served as a role model for others in performing duties in a safe manner according to the laws, rules, policies, and practices pertaining to the position. Demonstrates a concern for the safety of self and others. Takes the initiative to identify and correct hazards and notify the supervisor of a safety concern
5c Rating <input type="checkbox"/>	Understands & Practices Role In District Safety Plans	On more than one occasion that resulted in discipline did not effectively perform role in District crisis plan, building plans, and safety drills.	On one occasion that resulted in discipline did not effectively perform role in District crisis plan, building plans, and safety drills.	Regularly and effectively performs role in District crisis plan, building plans, and safety drills.	During the review period has served as a role model for others in District crisis plan, building plans, and safety drills	For two or more consecutive review periods has served as a role model for others in District crisis plan, building plans, and safety drills.

**Performance Factor #6: Leadership Effectiveness
(Applicable Only To Positions That Direct The Work Of Others)
Demonstrates the ability to effectively train and direct the work of others**

	Sub-Factor	Ineffective/At Risk (I)	Marginal (M)	Skilled (S)	Accomplished (A)	Exemplary (E)
6a	Planning & Prioritizing Work of Others	Frequently has difficulty effectively planning and prioritizing the work of those assigned for direction to meet the normal needs of the District	At times has difficulty effectively planning and prioritizing the work of those assigned for direction to meet the normal needs of the District	Consistently plans and prioritizes the work of those assigned for direction to meet the normal needs of the District	During the review period consistently planned and prioritized the work of those assigned for direction to meet both the normal needs of the District as well as finding solutions for unusual and complex situations.	For two or more consecutive review periods consistently planned and prioritized the work of those assigned for direction to meet both the normal needs of the District as well as finding solutions for unusual and complex situations.
Rating	<input type="checkbox"/>					
6b	Work Direction	Frequently has not demonstrated the interpersonal skills to direct those assigned to accomplish tasks to meet District expectations	At times has not demonstrated the interpersonal skills to direct those assigned to accomplish tasks to meet District expectations	Consistently demonstrates the interpersonal skills to direct those assigned to accomplish tasks to meet District expectations	During the review period has consistently demonstrated the interpersonal skills to direct those assigned to accomplish tasks that regularly exceed District expectations	For two or more consecutive review periods has consistently demonstrated the interpersonal skills to direct those assigned to accomplish tasks that regularly exceed District expectations
Rating	<input type="checkbox"/>					
6c	Training Capabilities	Frequently has not demonstrated the ability to effectively train/in-service and support others to accomplish assigned tasks in an effective manner	At times has not demonstrated the ability to effectively train/in-service and support others to accomplish assigned tasks in an effective manner	Consistently demonstrates the ability to effectively train/in-service and support others to accomplish assigned tasks in an effective manner	During the review period has demonstrated the ability to effectively train/in-service and support others to develop capabilities beyond their normal assigned tasks	For two or more consecutive review periods has demonstrated the ability to effectively train/in-service and support others to develop capabilities beyond their normal assigned tasks
Rating	<input type="checkbox"/>					

Summary of Ratings

Sub-Factor Ratings (Note With An X)

	Ineffective/At Risk	Marginal	Skilled	Accomplished	Exemplary
1. Job Knowledge					
a. Possesses and Applies Job Knowledge					
b. Development of Job Knowledge					
c. Problem Solving Ability					
2. Professionalism					
a. Communications Effectiveness					
b. Maintains Confidentiality					
c. Appearance					
d. Co-Worker Collaboration and Teamwork					
3. Customer Service					
a. Effectively Utilizes the START Approach					
b. Effectively Utilizes the HEART Approach					
4. Work Habits					
a. Adaptability/Flexibility					
b. Initiative					
c. Planning, Organizing and Time Management					
d. Attendance					
5. Safety					
a. Understands Safety Laws, Rules, Policies and Practices					
b. Adheres to Safety Laws, Rules, Policies, and Practices					
c. Understands and Practices Role in District Safety Plans					
6. Leadership Effectiveness					
a. Planning and Prioritizing Work of Others					
b. Work Direction					
c. Training Capabilities					

Total Performance Rating:

Ineffective/At Risk

Skilled

Accomplished

Exemplary

**Performance Improvement Plan
(Required for a Total Performance Rating of Ineffective/At Risk)**

Name: _____

Date: _____

Position: _____

Reviewer: _____

1. Performance Sub Factor	2. Improvement Need	3. Improvement Plan	4. Completion Date	5. Review Date

The improvement need(s) identified above and the recommended improvement plan(s) have been discussed by the evaluator with the employee. By his/her signature below, the employee acknowledges being advised of the actions needing to be taken to meet the expectations for the position. These steps are to be completed by the date indicated in column 4 of this form.

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Approved by Chief of Section: _____

Date: _____

Employee declined union representation (Employee Signature, Send Copy to union) _____

Date: _____

Performance Improvement Plan Flow Chart

Attachment 2

