

ESSEX COUNTY PUBLIC SCHOOLS



GUIDE TO SUPPORT STAFF EVALUATION

MISSION

Essex County Public Schools exists to serve the individual educational needs of our students.

VISION

In partnership with our students, faculty, staff, parents, and the community, Essex County Public Schools is committed to creating *Pathways to Excellence* by promoting a position, student-focused culture striving for continuous improvement that meets the academic, athletic, artistic, and career-occupational needs of all our students by guiding, inspiring, celebrating, and teaching our students as we equip them to meet the challenges of a global society.

MOTTO

Pathways to Excellence

GOALS

1. *We will partner with the community...*

To do so, we will work in partnership with parents, students and the community in the shared responsibility of providing excellent education and growth opportunities for each student. We will actively seek creative partnerships within the community to ensure all students are inspired, engaged, and demonstrate continued improvement.

2. *We will teach our students to be productive in the 21st century...*

To do so, we will continue to integrate technology as a natural part of classroom instruction and learning. To develop improved media literacy skills, students will access and critique information.

3. *We will ensure the progress of our students...*

To do so, we will create a positive, safe environment that is conducive to learning, which strives to educate all students to be literate problem solvers; reflective thinkers; and self-directed, healthy productive citizens. We recognize that all students have unique needs and we commit ourselves to serving them. We will have high expectations, combined with the necessary support for all students, faculty and staff.

4. *We will help our students graduate...*

To do so, we will know where all of our students are in their progress toward graduation, and provide resources, supports, and opportunities to ensure they graduate.

GOALS SUPPORT STAFF EVALUATION

This handbook provides information and guidelines for implementing the Essex County Public Schools (ECPS) support employee performance assessment and evaluation process.

INTRODUCTION

Essex County Public Schools recognizes the valuable contributions classified staff employees make to the school division on a daily basis. Their roles are critical to the efficient operation of the school system and contribute to an effective instructional program.

PURPOSE

Performance evaluations are an essential performance tool for any person who supervises or directs other employees. A performance evaluation not only measures an employee's performance, but can also help a supervisor provide guidance to an employee for work-related growth as well as provide opportunities for improvement.

A performance evaluation is a process for providing honest and open feedback to an employee with improvement as the goal not only for the individual employee but also for the school and school division.

STANDARDS OF PERFORMANCE

There are five standards of performance:

- 1. Quality of Work**
- 2. Job Knowledge**
- 3. Dependability**
- 4. Punctuality and Attendance**
- 5. Working Relations**

Performance indicators related to each Standard of Performance are provided on the evaluation form specific to each position. Each performance indicator is rated on the following scale:

RATING	GUIDELINE
0	Performance expectation is "Not Applicable" to specific job.

1	DOES NOT MEET expectations.
2	MEETS expectations.
3	EXCEEDS expectations.

The higher the total for each Standard of Performance, the higher the level of overall performance for the employee. There are four levels of performance expectations:

- 1. Exemplary**
- 2. Proficient**
- 3. Developing/Needs Improvement**
- 4. Unacceptable EVALUATION CYCLE**

Written assessment and evaluation of the effectiveness of all ECPS employees is required on an annual basis. Classified employees of ECPS must have an annual evaluation completed before the end of each school year (**May 15th**). A supervisor or evaluator may elect to assess and evaluate an employee at any time during the school year to provide guidance/recommendations to the employee on his/her job performance. (A support staff performance improvement plan form may be accessed through the ECPS share drive.) Such evaluation shall be in addition to the final annual evaluation.

The final evaluation is determined holistically. At the end of the evaluation cycle, the evaluator makes one of the following recommendations on the Summative Evaluation Form.

PERFORMANCE RECOMMENDATION	GUIDELINES
Recommended	Overall performance meets or exceeds standards and expectations.
Recommended on Condition	Performance is below in one or more standards or expectations. This recommendation requires a written plan of improvement to address deficiencies and shall be reviewed in a timely manner to determine improvement and/or continuation of employment.
Not Recommended	Performance is significantly below in one or more standards or expectations and employee is not suited for the position.

EVALUATOR RESPONSIBILITY:

JOB TITLE	EVALUATOR
Administrative Assistant/Secretary	Principal/Supervisor
Bus Driver	Transportation Director
Bus/Car Aide	Transportation Director
Car Driver	Transportation Director
Child Nutrition Lead Worker Child Nutrition Supervisor	Child Nutrition Manager
Child Nutrition Manager	Superintendent
Child Nutrition Worker	Child Nutrition Supervisor Child Nutrition Lead Worker
Computer Technician	Director of Technology
Maintenance Worker	Maintenance Director
Maintenance Director	Superintendent
Mechanic	Transportation Director
Nurse Supervisor	Assistant Superintendent
Paraprofessional	Principal/Supervisor
Payroll Specialist	Director of Accounting
School Bookkeeper	Principal/Director of Accounting
School Nurse	Nurse Supervisor
Transportation Director	Superintendent
System Information Specialist	Director of Technology

COMPLETING THE EVALUATION FORM

All evaluation forms for support staff may be found on the ECPS share drive. Each form contains a "Formative" worksheet and a "Summative" worksheet (indicated on the tabs at the

bottom of the workbook). Evaluators should complete information in all cells that are blue. Most information completed on the Formative worksheet automatically transfers to the Summative worksheet.

Upon completion of the evaluation form, the evaluator should schedule a conference to meet with the employee to review the evaluation. The Summative Evaluation Form must be signed by the evaluator, the Supervisor in some cases, and the employee. The original of the completed Formative Evaluation and the Summative Evaluation must be submitted to the Director of Human Resources to be filed in the employee's official personnel file. A copy should be given to the employee for his/her records.

All conferences and evaluation forms should be completed and submitted to the Director of Human Resources by **May 15th**.

Employees may submit written comments as a response to any recommendations/concerns with which he/she does not agree. Such comments will be kept with the employee's Formal/Summative Evaluation.

HELPFUL TIPS

- **Track performance throughout the year.** Keep notes about employee's contributions or problems throughout the year including significant accomplishments, critical incidents, or necessary improvements. Specific examples are helpful to support good performance and areas of performance that are in need of improvement.
- **Encourage self-assessment.** One way to identify strengths and areas that need improvement is to allow the employee to complete their own self-assessment. You can ask the employee to prepare a few key items such as a list of achievements of the past year; a description of tasks that could have been completed differently and what was learned from the experience; identify areas for further development.
- **No surprises!** Anything employees hear in their annual performance evaluation should be a confirmation of what they already know because you have been providing ongoing feedback throughout the year.
- **Look ahead.** The annual evaluation process is a great time to look ahead and plan for goals that are connected to the overall strategies of your school/department, and ultimately, the school division.
- **Avoid common mistakes.**
 - Do not overemphasize recent performance.
 - Do not be critical and neglect to provide constructive advice.
 - Do not talk too much—LISTEN, make the meeting interactive.
- **Always call or email whenever you have questions or concerns.**