

**HANDBOOK FOR EVALUATION OF  
CLASSIFIED STAFF  
AND SUPPLEMENTAL PAY POSITIONS**



**RICHMOND PUBLIC SCHOOLS**

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## **EVALUATION REVIEW COMMITTEE FOR CLASSIFIED STAFF**

Valerie Scott  
Beverly Lewis  
Margie Mills  
Eugerttha Minnicks  
Nancy Phillips  
Barbara Smith  
Alberta Person  
Barbara Anderson  
Patricia Lancaster  
Mary Phillips  
Bessie Hawkins  
Mike Griffin  
Dr. Jennifer Pears

## **REVIEWERS/EDITORS**

Dr. Robert Marchant  
Dr. Raymond Glavin

## **PHILOSOPHY OF EVALUATION**

Effective evaluation is a continuous process that has as its primary goal the improvement of the quality of services. It involves working together throughout the process. Above all, an effective evaluation their learning environments so that state, school division, and school outcomes can be achieved.

Effective evaluation provides avenues for staff to improve their performance and enables those who evaluate and those who are evaluated to make informed decisions about performance. Evaluators and evaluates should work collaboratively in diagnosing performance in order to ensure a high level of quality in. services rendered.

## **PURPOSE OF EVALUATION**

Evaluation procedures are used for three primary purposes: for the improvement of services, effective evaluation procedures are structured to result in professional growth and improvement and the maintenance of collegial relationships.

Effective professional development activities often grow out of needs identified through effective evaluation procedures. Through assessing their own performance and considering assessment made by others, staff and supervisors define areas for professional or improvement.

Evaluation supports school and school system improvement by reflecting staff decisions made at the appropriate level which concentrate efforts on a specific aspect of services needing attention. The activities each department undertakes serve as primary ways to improve services in the school system and that emphasis is reinforced through the evaluation process.

Maintaining collegial relationships is an effective way of evaluating and improving in specific areas. One of the best ways to improve services is through continuous, focused dialogue between and among staff members. Creating opportunities for more discussion and observation with feedback between and among staff is an essential step toward developing significant program improvement.

In the state of Virginia, the major management decisions based on effective evaluation include continuing contracts, nonrenewal of contracts, dismissal, promotion and recognition.

## DEFINITIONS

The following definitions of the evaluation-related terms are used throughout the Handbook:

**Classified Staff:** Classified or non-certificated staff are any employees assigned full-time to a position on the classified salary schedule by formal action of the School Board.

**Evaluatee:** Person being evaluated.

**Evaluator:** Person evaluating in accordance with School Board Policy.

**Exceeds Expectations:** Performance beyond the standard, expectation or job requirements. The staff person demonstrates an exceptional level of mastery and serves as a model for others. (Must be justified in writing in the appropriate COMMENTS section.)

**Meets Expectation:** Performs at the standard expectation required by the position or job description.

**Needs Improvement:** Requires greater skill in one or more competencies. Indicates a need for concern for greater skill development. (Must be justified in writing in the appropriate COMMENTS section.)

**Not Applicable:** Indicates that the competency does not apply to the specific situation.

**Not Observed:** Indicates that the competence was not observed.

**Paraprofessional:** A trained aide who directly assists a professional person; i.e. an Instructional Assistant

**Staff Evaluation Criteria:** Standards of performance expected of all staff in each area.

**Probation:** A specified amount of time as described in the Staff Manual (Section 4.11) which a newly hired employee is subject to initial critical examination and evaluation.

**Unsatisfactory:** Indicates an unacceptable performance level. (Must be justified in writing in the appropriate COMMENTS section.)

## ELEMENTS OF THE EVALUATION PROCESS

The evaluation process for classified staff and supplemental pay positions is annual. Supplemental pay positions are annual appointments at the discretion of the Principal/Director. Newly hired classified staff will be on probation as described in the Personnel Manual, Section 4.11. Non-probationary classified staff will meet with their assigned supervisor each year to review job progress. The assigned supervisor is the evaluator of the assigned employee. If the work of an individual exceeds expectations, the supervisor is expected to recognize that factor. If any employee needs improvement or displays unsatisfactory work in any area, that employee's supervisor is to address the deficient area(s) at the time the deficiency is observed. It is the responsibility of the supervisor's immediate supervisor to review any questions or concerns that arise from the evaluation process. In cases where grievances are deemed necessary, procedures are described in the Personnel Manual. Discipline and dismissal procedures are clearly defined in Section 12 of the Personnel Manual.

## RECOMMENDATIONS FOR CONDUCTING SUCCESSFUL EVALUATIONS

In the research literature and writings of experts in evaluation, certain key elements have emerged as factors which contribute to the quality of the evaluation experience. These key elements may be grouped into factors relating to the evaluator, the evaluatee, the feedback given and the evaluation setting; they are included here as recommendations for conducting successful evaluations.

The **Evaluator** must possess excellent communication skills, both listening and speaking and must be perceived as a credible source of information for the evaluatee. They must also inspire trust and be honest, sincere and consistent in all communications.

The **Evaluatee** must be open to new ideas, possess a willingness to accept change, to consider alternatives and to enter into dialogue about the job expectations. They must be open to the Evaluation Process.

**Feedback** must be frequent in order to encourage growth and development, it must come from a credible source and must include practical and sensible ideas and suggestions for improvement.

The **Evaluation Setting** must be private and comfortable. There must be adequate time allowed for all evaluation activities and there must be adequate planning to provide for the evaluatee's growth.

## DIRECTIONS FOR SIGNING, DUPLICATING AND FILING APPROPRIATE DOCUMENTS

All documentation during the evaluation process must be shared appropriately with each party involved. Document masters for each evaluation can be found on the Human Resource Department's website under Performance Management. Documentation used during the evaluation process must be signed by both the evaluatee and the evaluator. This is of particular importance when addressing areas designated as needing improvement and unsatisfactory.

After the evaluatee and the evaluator have shared and reviewed each item of documentation during the year, copies of the documents are made and each party signs each copy of the document(s). **NOTE: The signature of the evaluatee indicates they have read the document and have knowledge of its contents but may not necessarily be in agreement. If the evaluatee refuses to sign the document, this must be noted by the evaluator and dated.**

Three copies of the Annual Performance Evaluation will be needed for signature: one for the evaluator, one for the evaluatee, and one for Human Resources. Note that those evaluations that require review need to be sent directly to the Manager of Employee Relations for review. Supportive documentation must be included. Only two copies of other documentation are required, one for the evaluatee and one for the evaluator. After documentation has been reviewed and signed appropriately, it should be forwarded to the appropriate file record.

NOTE: The evaluatee can request review of the final evaluation by indicating this in the box provided on the evaluation document.

**CONSUMER SURVEY**

Consumer Surveys are provided as a supplementary document to the primary evaluator. Principals are the primary evaluators for the majority of itinerant teachers therefore, instructional specialist will provide a consumer survey. Senior social workers and psychologists are the primary evaluators of social workers and psychologists. In this instance, principals will provide a consumer survey.

**SPECIAL EVALUATION RESPONSIBILITIES**

Evaluation responsibilities for staff in positions within school buildings whose job function is initiated outside the school facility will be determined by the consistency of that evaluatee’s daily responsibility. In other words, if a person is in the building every day, the primary responsibility is within that building. The consumer responsibility will rest with the “specialists” in the area of the job function and the responsibility of review rests with the person in direct line responsibility of the position’s job function.

CONSUMER SURVEY: Supplemental evaluation to assist the primary evaluator.

POSITION TITLE	PRIMARY RESPONSIBILITY	CONSUMER RESPONSIBILITY	REVIEW RESPONSIBILITY
Itinerant Teachers	Principal	Instructional Specialists/ Coordinators	Directors of Instruction and Pupil Services
Social Workers/ Psychologists	Senior Social Worker/ Senior Psychologist	Principals	Coordinator of Pupil Services
Nurse	Principal	Coordinator of Nurses	Director of Exceptional Education/Health Services
Head Custodian	Principals	Coordinator/Managers	Chief of Operations
Food Service Manager	Principals	Coordinator/Supervisors	Director of Student Nutrition Services
Security Specialists	Principals	Supervisor, Safety & Security	Director of Security

Suggested Calendar for Evaluation

Goal-setting by October 15<sup>th</sup>

Mid-year Review by February 1<sup>st</sup>

Final Evaluation by June 15<sup>th</sup>

## **EVALUATION CRITERIA**

In the Richmond Public Schools, evaluation criteria are standards of performance expected by staff in their respective areas. These criteria lead to the outcomes stated in the philosophy of evaluation and are divided into domains each of which contain several competencies which can be identified by observable behaviors for assessing performance. Obviously, during any one observation, it is not expected that all observable criteria by domain will be exhibited. Following is a listing of evaluation criteria by domain with competencies for each domain for category of evaluatee.

### **NUTRITION SERVICES EMPLOYEE'S PERFORMANCE CRITERIA**

#### **Domain I: Cooperation**

- Competency 1. A valuable team member – goes out of their way to make the unit run smoothly
- Competency 2. Willingly helps others to accomplish their objectives.
- Competency 3. Consistently operates with manager, fellow employees and school staff.
- Competency 4. Shares in the development of promotional activities to increase meal participation.

#### **Domain II: Knowledge of Job**

- Competency 1. Prepares food items in accordance with standard procedures.
- Competency 2. Knows job duties and does not require constant supervision.
- Competency 3. Shows interest and demonstrates knowledge of food quality.
- Competency 4. Demonstrates correct operation of equipment.

#### **Domain III: Sanitation/ Housekeeping**

- Competency 1. Never waits to be told about housekeeping duties – takes pride in appearance of unit.
- Competency 2. Practices good “clean as you go” work habits.
- Competency 3. Works neatly and does own share of cleaning.

#### **Domain IV: Quantity of Work**

- Competency 1. Contributes beyond what is expected (does more than his/her daily share of work.)
- Competency 2. Works at a steady pace and completes assignments on time.

#### **Domain V: Sensitivity to the Needs of Others**

- Competency 1. Always alert to the needs of others – goes out of way to be helpful.
- Competency 2. Makes a good impression on those served.
- Competency 3. Relates to others with courtesy and respect.

## **NUTRITION SERVICES EMPLOYEE'S PERFORMANCE CRITERIA, continued**

### **Domain VI: Initiative**

- Competency 1. Follows new methods willingly – makes good suggestions.
- Competency 2. Voluntarily starts projects without being told.
- Competency 3. Attempts and completes non-routine jobs.

### **Domain VII: Personal Appearance**

- Competency 1. Demonstrates an awareness of good personal hygiene habits.
- Competency 2. Well-groomed and adheres to policies of appropriate dress.
- Competency 3. Wears hair restraint as required daily.
- Competency 4. Nails are free of polish daily.

### **Domain VIII: Personal Conduct**

- Competency 1. Always cheerful, even-tempered and tactful.
- Competency 2. Shows mature behavior – respected by team.
- Competency 3. Understands rules of conduct and governs self accordingly.

### **Domain IX: Attendance**

- Competency 1. Never abuses leave privileges.
- Competency 2. Reports to work promptly and regularly.
- Competency 3. Communicates absence appropriately.

### **Domain XI: Professional Growth**

- Competency 1. Participates in at least one workshop or class for professional and personal growth and development.

## **SCHOOL NURSE PERFORMANCE CRITERIA**

### **Domain I: Theory**

Competency 1. Demonstrates knowledge of theory by proper application using recent techniques in making decisions and sharing knowledge.

### **Domain II: Program Management**

Competency 1. Establishes process to identify students at risk for physical and psychosocial problems.

Competency 2. Communicates student health needs to other school staff.

Competency 3. Establishes a follow-up mechanism for referral of identified students.

Competency 4. Assumes responsibility for in-service programs for school staff regarding health related issues.

Competency 5. Assists in training and supervision of paraprofessionals.

Competency 6. Completes monthly reports to provide accountability of the program.

### **Domain III: Nursing Process**

Competency 1. Assumes responsibility for initiation of the student health record upon enrollment.

Competency 2. Collects, records and interprets health status data.

Competency 3. Maintains a cumulative health record for each student according to the standards determined by School Health Services.

Competency 4. Maintains a record of individual student visits to the nurse's office to document student needs and maintain confidentiality in a manner determined by School Health Services and standard of school nursing practice.

Competency 5. Uses data collected about health and developmental status of the student to identify a relationship between health status and a student's ability to learn.

Competency 6. Develops and writes School Health Care Plans when appropriate.

Competency 7. Revises and updates School Health Care Plan when needs of student change.

Competency 8. Intervenes promptly providing care based on medical and nursing knowledge and standards of School Health Services.

Competency 9. Ensures that parents are notified promptly about accidents, injuries and other health concerns.

Competency 10. Uses appropriate school nursing care to ensure optimal educational opportunities for handicapped, chronically ill or terminally ill students.

## **SCHOOL NURSE PERFORMANCE CRITERIA, continued**

### **Domain IV: Interdisciplinary Collaboration**

- Competency 1. Participates as an integral member of interdisciplinary teams.
- Competency 2. Collaborates with members of the team to provide comprehensive planning for children with educational problems.

### **Domain V: Health Education**

- Competency 1. Teaches basic principles and health promotion and disease prevention to individuals and groups.
- Competency 2. Participates actively in teaching health and prevention in classrooms, in Family Life and Growing Healthy and in Health Career Clubs.
- Competency 3. Acts as a resource in health education to students, school staff and families.

### **Domain VI: Professional Development**

- Competency 1. Participates in continuing education programs to increase understanding and update skills.

### **Domain VII: Community Health Systems**

- Competency 1. Interprets school health services and the role of the school nurse to the school and the community.
- Competency 2. Collaborates with agencies within and without the community to ensure continuity of service and care.

## **NON-INSTRUCTIONAL EMPLOYEE'S PERFORMANCE CRITERIA**

### **Domain I: Understanding of Responsibility**

Competency 1. The extent to which the individual demonstrates an understanding of the nature of their duties.

### **Domain II: Quality of Work**

Competency 1. The extent to which the individual performs their duties in a thorough, accurate and neat manner.

### **Domain III: Dependability**

Competency 1. The extent to which the individual can be relied upon to complete their assignments with due regard to the difficulty of any given assignment.

Competency 2. Willingly helps others to accomplish their objectives.

### **Domain IV: Relationships with People**

Competency 1. Courtesy: The extent to which the individual treats all of those with whom they must deal in manner with is polite, respectful, tactful, considerate and dignified.

Competency 2. Cooperativeness: The extent to which the individual is a member of the team, is willing to assist other persons and supervisors to get a job done and the extent to which their general behavior is such that it promotes harmony and good work relationships.

### **Domain V: Personal Qualities**

Competency 1. This refers to appropriateness of dress, personal neatness, and hygiene and to the individual's ability to maintain a standard of personal appearance in keeping with the demands of their position: poise, sense of humor, response to criticism, control emotions.

### **Domain VI: Loyalty**

Competency 1. The extent to which the individual supports their fellow employees, superiors and the programs of Richmond Public Schools.

### **Domain VII: Resourcefulness**

Competency 1. The extent of independent thought and action. Displays the physical and mental stamina required to get results without the need of urging on the part of the supervisor.

### **Domain VIII: Attendance and Promptness**

Competency 1. Refers to use of sick leave, number of unauthorized absences and promptness in observing work hours.

## **NON-INSTRUCTIONAL EMPLOYEE'S PERFORMANCE CRITERIA, continued**

### **Domain IX: Judgement**

Competency 1. The extent to which the individual considers all available facts before acting, is logical and consistent in their conclusions and acts with emotional maturity.

### **Domain X: Leadership**

Competency 1. The extent to which the individual is capable of organizing, planning, controlling and guiding the work of others in a manner that produces satisfactory results. Also, the extent to which the supervisor is able to accept the responsibility of leadership.

### **Domain XI: Written/Verbal Communication**

Competency 1. The extent to which the individual is capable of verbally and writing in a manner that is understood, acceptable and produces satisfactory results.

## **PLANT SERVICES AND MAINTENANCE EMPLOYEE'S PERFORMANCE CRITERIA**

### **Domain I: Quality**

- Competency 1. Accuracy.
- Competency 2. Neatness.
- Competency 3. Thoroughness.
- Competency 4. Oral Expression.
- Competency 5. Written Expression.

### **Domain II: Work Habits**

- Competency 1. Amount of work performed.
- Competency 2. Completion of work on schedule.
- Competency 3. Compliance with instructions.
- Competency 4. Orderliness of work station.
- Competency 5. Use of initiative.
- Competency 1. Performance with minimum instruction.
- Competency 2. Observance of rules and regulations.
- Competency 3. Attendance.
- Competency 4. Promptness.
- Competency 5. Adaptability to change.

### **Domain III: Personal Relations**

- Competency 1. Getting along with fellow employees.
- Competency 2. Meeting and assisting the public.
- Competency 3. Personal Appearance.
- Competency 4. Cooperativeness.
- Competency 5. Demonstrates positive attitude.
- Competency 6. Loyalty to colleagues and school division.

**PLANT SERVICES AND MAINTENANCE EMPLOYEE'S PERFORMANCE CRITERIA, continued**

**Domain III: Supervisory Performance**

- |               |                                |
|---------------|--------------------------------|
| Competency 1. | Planning and assigning.        |
| Competency 2. | Training employees.            |
| Competency 3. | Disciplinary control.          |
| Competency 4. | Leadership.                    |
| Competency 5. | Making decisions.              |
| Competency 6. | Fairness and impartiality.     |
| Competency 7. | Has respect of direct reports. |

## **SECRETARIAL/CLERICAL EMPLOYEE'S PERFORMANCE CRITERIA**

### **Domain I: Organization and Efficiency**

- Competency 1. Completes tasks within a reasonable timeframe to meet necessary deadlines.
- Competency 2. Produces satisfactory work.
- Competency 3. Analyzes tasks and activities for efficient work flow.
- Competency 4. Arranges work in order of priority and importance.
- Competency 5. Utilizes materials and equipment to perform tasks systematically and efficiently.
- Competency 6. Utilizes work time in the most productive manner.

### **Domain II: Communication Skills**

- Competency 1. Consistently exhibits effective oral communications skills.
- Competency 2. Consistently exhibits effective written communications skills.

### **Domain III: Neatness and Accuracy**

- Competency 1. Demonstrates neatness and accuracy in typing.
- Competency 2. Uses good judgement in the arrangement of typewritten material.
- Competency 3. Proofreads for accuracy and corrects errors as needed for the finished product.

### **Domain IV: Job Attitude**

- Competency 1. Demonstrates an understanding of job responsibilities and role in the operational process.
- Competency 2. Demonstrates loyalty to colleagues and the school division.
- Competency 3. Responds positively to job situations and is receptive to suggestions.
- Competency 4. Respects office ethics relative to privilege and confidentiality.

### **Domain V: Dependability**

- Competency 1. Reports to work promptly and regularly.
- Competency 2. Accepts responsibility, shows initiative and resourcefulness.
- Competency 3. Adheres to policies of the Richmond Public Schools.
- Competency 4. Demonstrates the ability to handle routine tasks.
- Competency 5. Consistently available for performance of duties.

## **SECRETARIAL/CLERICAL EMPLOYEE'S PERFORMANCE CRITERIA, continued**

### **Domain VI: Initiative**

- Competency 1. Willingness to efficiently perform broadly assigned tasks with minimum supervision.
- Competency 2. Uses tact and good judgement.
- Competency 3. Is open to new ideas/procedures and willing to accept/adjust to change.
- Competency 4. Promotes self-improvement and continues educational growth.

### **Domain VII: Cooperation**

- Competency 1. Recognizes the importance of creating a friendly atmosphere.
- Competency 2. Demonstrates cooperation and flexibility.

### **Domain VIII: Appearance**

- Competency 1. Reflects a positive image of the office and the system.
- Competency 2. Demonstrates awareness of appropriate business attire.

## **SUPPLEMENTAL PAY EMPLOYEE'S PERFORMANCE CRITERIA**

### **Domain I: Characteristics**

Competency 1.	Cooperativeness.
Competency 2.	Judgement/Problem-solving Ability.
Competency 3.	Enthusiasm.
Competency 4.	Dependability.
Competency 5.	Community Relations.
Competency 6.	Student/Human Relations.
Competency 7.	Initiative.
Competency 8.	Resource Utilization/Managerial Skills.
Competency 9.	Familiarity and Compliance with Rules and Procedures.
Competency 10.	Sportsmanship/Citizenship.