

# Rappahannock County Public Schools

## Support Staff Evaluation Form

### 20-20 School Year

Due Date: \_\_\_\_\_

Employee: \_\_\_\_\_

Position Title: \_\_\_\_\_

Evaluator: \_\_\_\_\_

School: \_\_\_\_\_

#### Performance Criteria

**(Please see Support Staff Evaluation Rubric)**

Performance standards are either expressed or implied as an integral part of support staff job descriptions/responsibilities.

#### Performance Level

**(Please check appropriate box)**

4 = Significant Strength

3 = Proficient

2 = Basic

1 = Area of Concern

	Significant Strength <b>4</b>	Proficient <b>3</b>	Basic <b>2</b>	Area of Concern <b>1</b>
1. <b>DEPENDABILITY</b> (demonstrates commitment to demands of the job; meets deadlines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>ATTITUDE</b> (flexible, respectful, cooperative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>INITIATIVE</b> (self-motivated, resourceful; independent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>JUDGEMENT</b> (discretion, confidentiality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>FOLLOWS CHAIN OF COMMAND</b> (seeks appropriate solutions; responds to direction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>TEAMWORK</b> (cooperactive and congenial)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>JOB KNOWLEDGE</b> (Has knowledge and skills to fulfill job requirements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>PROFESSIONAL GROWTH</b> (attends training, seeks ways to expand knowledge and skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>OVERALL EVALUATION</b> (summary of all areas evaluated)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>ATTENDANCE</b> <i>Attendance Comments:</i>	Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>			

**Rappahannock County Public Schools  
Support Staff Evaluation Form (Continued)**

Name of Employee: \_\_\_\_\_

My goal for the school year: \_\_\_\_\_

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Evaluator's Comments: \_\_\_\_\_

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Employee's Comments: \_\_\_\_\_

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Evaluator and administrator must sign before this evaluation is presented to the employee.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

The employee's signature indicates only that he/she has seen this evaluation and does not indicate agreement or disagreement with the evaluation.

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

\_\_\_\_\_  
Date

## Rappahannock County Public Schools Support Staff Evaluation Rubric

<u>Job Standard</u>	<u>Significant Strength</u>	<u>Proficient</u>	<u>Basic</u>	<u>Area of Concern</u>
1) Dependability	<ul style="list-style-type: none"> <li>* Gives administration advanced written notice when absence is anticipated</li> <li>* Consistently completes tasks and meets deadlines, sometimes in advance of schedule</li> <li>* Initiates communication with supervisor re: status of ongoing or unfinished projects</li> </ul>	<ul style="list-style-type: none"> <li>* Prepared to start work on time</li> <li>* Informs administration of absence in a timely manner</li> <li>* Completes tasks and meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>* Arrives at work on time</li> <li>* Follows sub-line and/or emergency absentee procedures</li> <li>* Generally completes tasks on time</li> </ul>	<ul style="list-style-type: none"> <li>* Frequently arrives to work late or leaves early</li> <li>* Fails to notify administration of tardiness or absence</li> <li>* Assigned tasks/projects are late or incomplete</li> </ul>
2) Attitude <ul style="list-style-type: none"> <li>* flexible</li> <li>* respectful</li> <li>* cooperative</li> </ul>	<ul style="list-style-type: none"> <li>* Volunteers for unanticipated assignment</li> <li>* Engages in unplanned activities when scheduled is unexpectedly open</li> </ul>	<ul style="list-style-type: none"> <li>* Anticipates schedule changes and adjusts activities accordingly</li> <li>* Independently identifies where assistance is needed and provides it</li> </ul>	<ul style="list-style-type: none"> <li>* When given direction accepts unanticipated scheduled assignment</li> <li>* Upon request will assist students, co-workers and supervisors</li> </ul>	<ul style="list-style-type: none"> <li>* Is unavailable for reassignment when schedule is unexpectedly open</li> <li>* Refuses or argues about reassignment</li> <li>* Displays negative attitude toward assisting others</li> </ul>
3) Initiative <ul style="list-style-type: none"> <li>* self-motivated</li> <li>* resourceful</li> <li>* independent</li> </ul>	<ul style="list-style-type: none"> <li>* Anticipates new ideas and assists where needed</li> <li>* Suggests solutions and ideas to supervisor/administration</li> </ul>	<ul style="list-style-type: none"> <li>* Asks questions to improve job performance or secure resources</li> </ul>	<ul style="list-style-type: none"> <li>* Sometimes appears indifferent towards work assignments</li> <li>* Make improvements only when directed</li> </ul>	<ul style="list-style-type: none"> <li>* Carries out tasks half-heartedly or reluctantly</li> <li>* Disregards supervisor's suggestions or requires continual monitoring</li> </ul>
4) Judgment <ul style="list-style-type: none"> <li>* discretion</li> <li>* confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>* Protects confidentiality of student/family/colleague/other</li> <li>* Seeks out information related to law or school policy and rules</li> </ul>	<ul style="list-style-type: none"> <li>* Implements all school and district guidelines for confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>* Practices confidentiality by implementing school/district 'need to know' guidelines</li> <li>* Reports violations of law or school policy and rules to administration</li> </ul>	<ul style="list-style-type: none"> <li>* Indiscreet disclosure of personal information</li> <li>* Ignores violations of law or school policy and rules</li> </ul>

## Support Staff Evaluation Rubric (Continued)

<b><u>Job Standard</u></b>	<b><u>Significant Strength</u></b>	<b><u>Proficient</u></b>	<b><u>Basic</u></b>	<b><u>Area of Concern</u></b>
5) Follows chain of command when communicating with coworkers, teachers, other professional staff and administration.	<ul style="list-style-type: none"> <li>* Differentiates between decisions that need administrator approval from those that are within the employee's role</li> <li>* Initiates and responds to contact with supervising teacher or others by written or oral means</li> <li>* Volunteers to assist others in record keeping or reporting tasks</li> </ul>	<ul style="list-style-type: none"> <li>* Appropriately seeks out direction from supervisor</li> <li>* Independently completes forms and reports accurately</li> <li>* Responds to all requests for information</li> </ul>	<ul style="list-style-type: none"> <li>* Follows supervisor's directions</li> <li>* With supervision, can complete forms required by district in a timely manner</li> <li>* Inconsistently responds to written or verbal requests for information</li> </ul>	<ul style="list-style-type: none"> <li>* Disregards supervisor's directions</li> <li>* Incomplete or late with form completion</li> <li>* Ignores requests by supervisors or others for written or verbal information</li> </ul>
6) Teamwork	<ul style="list-style-type: none"> <li>* Works well with others, including coworkers, administration and students</li> <li>* Demonstrates excellent interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>* Congenial and cooperative</li> <li>* Ability to work well with others</li> </ul>	<ul style="list-style-type: none"> <li>* Cooperates with others when required</li> <li>* Limited interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>* Does not work well with others</li> <li>* Uses negative tone of voice, inappropriate volume and pitch when speaking</li> <li>* Makes demeaning, critical or condescending remarks</li> </ul>
7) Job Knowledge	<ul style="list-style-type: none"> <li>* Very good knowledge and skills to perform job</li> <li>* Understands all phases of work with little or no coaching</li> </ul>	<ul style="list-style-type: none"> <li>* Sufficient knowledge and skills to perform job</li> <li>* Usually quick to understand &amp; learn</li> </ul>	<ul style="list-style-type: none"> <li>* Sufficient knowledge and skills to perform job at a basic level</li> <li>* Requires frequent instruction &amp; explanation</li> </ul>	<ul style="list-style-type: none"> <li>* Lacks knowledge and skills about work duties</li> <li>* Serious knowledge retention problems</li> <li>* Requires constant instruction &amp; explanation</li> </ul>
8) Professional Growth	<ul style="list-style-type: none"> <li>* Attends training offered by district or school</li> <li>* Furthers education through college courses or conferences</li> </ul>	<ul style="list-style-type: none"> <li>* Attends most training offered by district or school</li> <li>* Demonstrates interest in expanding skill set for the job</li> </ul>	<ul style="list-style-type: none"> <li>* Attends training as required by administration</li> <li>* Little interest in expanding skills beyond basics needed for the job</li> </ul>	<ul style="list-style-type: none"> <li>* Does not attend training or other in-service opportunities</li> </ul>
9) Overall Evaluation	<ul style="list-style-type: none"> <li>* Performance is excellent overall in most categories</li> </ul>	<ul style="list-style-type: none"> <li>* Performing at above average in most categories</li> </ul>	<ul style="list-style-type: none"> <li>* Performing to minimum required in most categories</li> </ul>	<ul style="list-style-type: none"> <li>* Substandard/unacceptable performance, requires immediate improvement</li> </ul>