

**RICHLAND COUNTY SCHOOL DISTRICT ONE**  
**CLASSIFIED EVALUATION INSTRUMENT**

*The purpose of the evaluation process is to provide each employee the opportunity to periodically discuss job performance and progress with his/her supervisor. The evaluation process is meant to aid both the employee and the supervisor in clarifying job responsibilities and expectations. The evaluation process (1) improves each employee's understanding of his/her job; (2) encourages each employee's development for better job performance; (3) aids the administration in the selection, assignment, retention and promotion processes; and (4) safeguards objectivity and fairness in performance evaluations.*

*The evaluation process is outlined below.*

**REQUIREMENTS**

1. Review job description and give employee a copy of it. (Initial Conference)
2. Review Definitions of Employee Performance Factors. (Initial Conference)
3. The evaluator should make 2 copies of the signed evaluation form. (Initial, Mid-Year and Final Conferences)
4. If appropriate, the evaluator should seek input from supervisor at next level prior to the evaluation conference outlined below. (Final Conference)
5. The evaluation form will be filled out in conference with the employee. Give the employee a blank copy of the form.
  - a. The evaluator shall review each item (rating factor) on the evaluation form with the employee, discuss and make a rating determination. (Refer to the definitions of each employee performance factor).
  - b. After a discussion with the employee, the evaluator shall prepare the final copy of the evaluation with written comments, if appropriate, for each factor.
  - c. The evaluator shall have the employee sign the evaluation form. If changes are necessary to the final evaluation, they shall be initialed by both parties.
  - d. The evaluator shall sign and date the final evaluation form.
  - e. The evaluator shall inform the employee that the employee's signature does not mean agreement with the evaluation, only that the employee is aware of its content and the employee may file a written response within ten (10) working days of the completion of the evaluation, if not in agreement with the evaluation.
6. If the re-employment recommendation includes either an individual growth plan or an improvement plan, the plan guidelines outlined below shall be adhered to.

Plans will include:

  - a. Clearly stated expectations
  - b. Timeline for correction
  - c. District support to be provided, if appropriate
  - d. Progress on completion of the plan
7. Evaluations occur at the following times:
  - a. Annually
  - b. At the end of the probationary period for new and transfer/promoted employees
  - c. Upon employee request for evaluation
  - d. Anytime a supervisor, for reason, deems that the performance of an employee warrants an evaluation.
8. In the event of unsatisfactory performance, the employee must be notified in writing within one week (if possible) of the unsatisfactory performance, with an improvement plan developed by the employee and supervisor. If notification within one week is not possible, the supervisor must notify the employee as soon after the unsatisfactory performance as possible.
9. Due dates shall be observed and are important with respect to probation and retention.
10. All signatures shall be in blue ink.

*The performance factors used to evaluate classified employees are listed below, along with a brief description of each factor. Factors should be rated in relation to the employee's duties and responsibilities, as outlined on the job description. The degree of importance for each factor will vary according to the requirements of each job.*

### **GENERAL PERFORMANCE FACTORS**

1. **Observance of Work Hours**  
Punctuality in reporting to or leaving a duty section in accordance with the prescribed schedule. Is the employee conscientious about assigned work hours and appointed schedules?
2. **Attendance**  
Absences from duty for any reason. Is there a pattern of leave uses? Have continued absences been costly to the district or harmful to the morale of co-workers?
3. **Grooming and Dress**  
Appropriate dress and standards of good grooming in accordance with position held. Does the employee meet appropriate standards of dress commensurate with the level of public, employee or pupil contact? Does employee's dress/grooming meet health/safety requirements of the job?
4. **Compliance with Rules**  
Employee conformity with all applicable established rules. Does the employee consistently comply with policies, procedures, rules and regulations?
5. **Safety Practices**  
Practices which assure safety of students, employees, or the general public. These practices may reflect specific directives or simple forethought for potentially dangerous conditions and the use of common sense. Is good judgment used by the employee as it relates to safety? Does the employee observe required safety measures?
6. **Interpersonal Skills/Customer Service**  
Public contacts made through personal or telephone conversation, correspondence, and day to day interactions with the public. Does the employee demonstrate a helpful, cheerful and friendly manner to children and adults? Is the employee courteous and positive?
7. **Pupil Contacts**  
Appropriate behavior around students. Does the employee observe rules of behavior related to contact with students? Are students treated with respect and courtesy?
8. **Knowledge of Work/Professional Development**  
The information concerning work duties which an individual should know for satisfactory job performance. Is the employee keeping up-to-date with changes related to the position? Does the employee engage in at least 6 hours of professional development per year? Only professional development in the areas of school/department/or district goals can count toward the required 6 hours.
9. **Planning and Organization**  
Method in which an employee approaches and assigns duties. Does the employee plan and organize tasks to achieve the desired results as efficiently as possible?
10. **Job Skill Level**  
Mental and/or manual skills required for the position. Does the employee exhibit required skills? Are efforts made to improve basic skill levels?
11. **Quality of Work**  
Degree of excellence of the work performed. In rating this factor, attention should be paid to the consequences of poor quality of work. Is the employee's work neat, accurate, thorough?
12. **Volume of Acceptable Work**  
Amount of work required to meet job standards. Does the employee consistently accomplish acceptable volume of work?
13. **Meeting Deadlines**  
Completion of assigned work by the established deadline. When deadlines were not met, did the employee provide timely advance notice and make an honest attempt to meet deadlines?
14. **Accepts Responsibility**  
Degree of willingness exhibited when assigned appropriate responsibility and the manner in which the responsibility is carried out. Does the employee demonstrate a willingness to assume and carry out assigned jobs and to be accountable for the results?
15. **Accepts Direction**  
Acceptance of supervision, training and instruction. Does the employee inhibit progress or cause inefficiencies by not following direction?
16. **Accepts Change**  
Adaptability and flexibility. Does the employee inhibit progress or cause inefficiencies by resisting change? Does the employee adapt to new work surroundings new equipment, new procedures, new fellow employees or new supervisor?
17. **Effectiveness Under Work Stress**  
Ability to cope with pressure and a work tempo that is consistently demanding. Can employee produce an acceptable volume and quality of work in a emergency?
18. **Operation and Care of Equipment**  
Responsibility for effective and economical use, operation, maintenance, safeguarding and storage of machinery or equipment including supplies and materials. Does the employee show concern with equipment conservation and request appropriate maintenance and repair of equipment when necessary?
19. **Work Coordination**  
Work which directly or indirectly involves other employees, sections, schools, departments, or divisions. Does the employee effectively coordinate work when necessary?
20. **Initiative**  
The ability to find new or better ways of performing work-related tasks. Does the employee complete tasks without prompting or direction from others?
21. **Cooperation**  
The manner in which the employee works with others. Does the employee work as part of a team?
22. **Work Independently**  
Work habits which identify the ability to work without control by others. Does the employee possess self-governing attributes?
23. **Appearance of Work Station**  
Maintains a neat and orderly working environment.
24. **Judgment/Decision Making**  
The ability to identify problems and related issues, mobilizes necessary resources and reaches effective and timely decisions.
25. **Support of district/Worksite goals and objectives**  
The extent to which an employee can develop and implement yearly plans, including goals, objectives, activities, outcomes, and/or timelines aligned with the district's goals and objectives.

RICHLAND COUNTY SCHOOL DISTRICT ONE  
EVALUATION CATEGORIES

PERFORMANCE FACTOR	BELOW AVERAGE- NOT SATISFACTORY- IMPROVEMENT NEEDED	AVERAGE SATISFACTORY- GROWTH NEEDED	GOOD EFFECTIVE- MEETS STANDARDS	EXCELLENT EXCEEDS STANDARDS
1. Observance of Work Hours	Often tardy	Usually on time	Rarely if ever late	N/A
2. Attendance	Frequently takes time off	Occasionally takes time off	Rarely takes time off	N/A
3. Grooming and Dress	Sometimes untidy and neglectful	Favorable appearance	Well groomed, appropriate dress for the position	N/A
4. Compliance with Rules	Disregards rules consistently	Occasionally does not comply with rules	Consistently complies with rules	N/A
5. Safety Practices	Consistently ignores safety issues	Average understanding of compliance with safety procedures	Consistently shows understanding of safety procedures	Excellent understanding of safety
6. Interpersonal Skills/Customer Service	Lacks common courtesy	Complains on occasion	Tactful courteous, obliging	Excellent public relations
7. Pupil Contacts	Lacks common courtesy	Complains on occasion	Tactful courteous, obliging	Excellent relations with students
8. Knowledge of Work/Professional Development	Limited knowledge, 0-2 hours of professional development completed	Understands basic duties-3-4 hours of professional development completed	Familiar with all phases, 5 hours of professional development completed	Very well informed , 6 hours of professional development completed
9. Planning & Organization	Consistently demonstrates poor planning	Occasionally demonstrates poor planning	Most tasks well organized and planned	Consistently demonstrates organizational skills
10. Job Skill Level	Not always satisfactory	Satisfactory	Very Satisfactory	Excellent
11. Quality of Work	Not always satisfactory	Satisfactory	Very Satisfactory	Excellent
12. Volume of Acceptable Work	Limited output	Normal Production	High output	Unusually high output
13. Meeting Deadlines	Consistently unable to meet deadlines	Occasionally does not meet deadlines	Meets most deadlines satisfactorily	Meets all deadlines satisfactorily
14. Accepts Responsibility	Consistently avoids responsibility	Normally accepts responsibility	Frequently accepts responsibility for tasks	Always accepts responsibility
15. Accepts Direction	Consistently unwilling to accept direction	Usually accepts direction	Consistently accepts direction	N/A
16. Accepts Change	Consistently unwilling to accept change	Usually accepts change	Consistently accepts change	N/A
17. Effectiveness Under Work Stress	Ineffective in stress situations	Occasionally does not manage stressful situations	Normally maintains control in stressful situations	Maintains control in stressful situations
18. Operations & Care of Equipment	Consistently shows disregard for equipment	Occasionally unable to care for equipment properly	Usually shows care for equipment	Always demonstrates high level of care for equipment
19. Work Coordination	Consistently unable to coordinate work	Occasionally does not coordinate work well	Usually coordinates work well	Consistently coordinates work well
20. Initiative	Only does routine work	Complete suggested work	Usually seeks work	Shows ingenuity
21. Cooperation	Consistently uncooperative	Occasionally uncooperative	Usually cooperative	Always cooperative
22. Works Independently	Consistently unable to work independently	Occasionally unable to work independently	Usually able to work independently	Consistently able to work independently
23. Appearance of Work Station	Work station consistently untidy	Occasionally leaves work station untidy	Consistently keeps work station tidy	N/A
24. Judgment/Decision Making	Consistently making poor decisions	Occasionally does not make the best decisions	Consistently exercises sound judgment and good decision making	N/A
25. Support of district/worksite goals/objectives	Does not support district/worksite goals/objectives	Usually supports district/worksite goals/objectives	Consistently supports district/worksite goals and objectives	N/A

**RICHLAND COUNTY SCHOOL DISTRICT ONE**  
*Classified Evaluation Form*

<input type="checkbox"/> <b>New Hire (Probationary)</b>  <input type="checkbox"/> <b>Transfer or Promotion</b>  <input type="checkbox"/> <b>Annual</b>  <input type="checkbox"/> <b>Supervisor's Request</b>						<b>Employee Name</b> _____  <b>Employee SSN</b> _____  <b>School/Department</b> _____  <b>Job Title</b> _____  <b>Hire Date</b> _____	
Performance Factors	Not Applicable <b>0</b>	Not satisfactory: Improvement Plan Attached <b>1</b>	Satisfactory: Individual Plan Attached <b>2</b>	Effective: Meets Standards <b>3</b>	Exceeds Standards <b>4</b>		
1					X	<b>Observance of work hours</b>	Section A: Record job strengths and document superior performance for any item checked in column 4 to the left  <input type="checkbox"/> Attachments
2					X	<b>Attendance</b>	Section B: Specify work performance requiring an improvement plan for any items checked in column 1 to the left.  <input type="checkbox"/> Attachments
3					X	<b>Grooming and Dress</b>	
4					X	<b>Compliance with rules</b>	
5						<b>Safety practices</b>	
6						<b>Interpersonal skills/customer service</b>	Section C: Record specific goals to be undertaken during the next evaluation period.  <input type="checkbox"/> Attachments
7						<b>Pupil contacts</b>	
8						<b>Knowledge of work/Professional Development</b>	
9						<b>Planning and organization</b>	
10						<b>Job skill level</b>	
11						<b>Quality of work</b>	
12						<b>Volume of acceptable work</b>	
13						<b>Meeting deadlines</b>	
14						<b>Accepts responsibility</b>	
15						<b>Accepts direction</b>	
16						<b>Accepts change</b>	Additional Comments:  <input type="checkbox"/> Attachments
17						<b>Effectiveness under work stress</b>	
18						<b>Operation and care of equipment</b>	
19						<b>Work coordination</b>	
20						<b>Initiative</b>	
21						<b>Cooperation</b>	
22						<b>Works independently</b>	
23						<b>Appearance of work station</b>	
24						<b>Judgment/Decision making</b>	
25						<b>Support of district/worksite goals/objectives</b>	
<i>Employee may submit a response in writing to the evaluator and to the Office of Human Resource Services within 10 working days of the completion of the evaluation.</i>						<b>SUMMARY EVALUATION (Check overall performance)</b>  <b>Exceeds Job Requirements. At least one item in Column 4 and no items in Columns 1 or 2</b> <input type="checkbox"/>  <b>Effective: Meets job requirements. All items in Column 3 or "N/A"</b> <input type="checkbox"/>  <b>Satisfactory: Growth plan needed. At least one item in Column 2 and no items in Column 1</b> <input type="checkbox"/>  <b>Unsatisfactory: Improvement plan needed. One or more items in Column 1</b> <input type="checkbox"/>	

Date of initial review \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Supervisor's Signature \_\_\_\_\_

Date of mid-year conference \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Supervisor's Signature \_\_\_\_\_

Date of final conference \_\_\_\_/\_\_\_\_/\_\_\_\_

Employee Signature \_\_\_\_\_  
*(Signature does not imply agreement)*

Supervisor's Signature \_\_\_\_\_