

# ST. LUCIE PUBLIC SCHOOLS

## SUPPORT STAFF EVALUATION PROCESS & RUBRIC – CWA STAFF

1. Orient staff members annually or upon hire (CWA staff members during the first month of employment).
2. Complete a mid-year and end of the year evaluation for annual contract employees.
3. Complete an end of the year evaluation for continuing contract employees.

Performance Indicators	Exceptional	Above Expectation	Meets Expectation	Improvement Expected	Unsatisfactory
<b>Attendance Policies &amp; Procedures</b> Complies with policies and procedures regarding usage of time and leave; maintains scheduled work and break times; reports absences for emergencies and illness and requests leave in a timely manner	Adjusts schedule based on organizational needs; makes arrangements for continuity during scheduled absence(s); adheres to daily work schedule, including meetings, breaks and mealtimes; notifies supervisor of adjustments to schedule in advance; never tardy; appropriately uses leave adhering to district leave policies	Makes arrangements for continuity during scheduled absence(s); adheres to daily work schedule, including meetings, breaks and mealtimes; notifies supervisor of adjustments to schedule; rarely is tardy; appropriately uses leave adhering to district leave policies	Adheres to daily work schedule, including meetings, breaks and mealtimes; notifies supervisor of adjustments to schedule; rarely is tardy; appropriately uses leave adhering to district leave policies	Does not adhere to daily work schedule, including meetings, breaks, and mealtimes; tardiness is frequent and may interfere with job performance; occasionally absent or tardy without proper notification; inconsistently complies with leave and reporting procedures; develops a pattern of use with sick leave and/or unpaid personal leaves	Does not adhere to daily work schedule, including meetings, breaks, and mealtimes; tardiness is frequent and interferes with job performance; proper notification of absence or lateness is not given; leave and reporting procedures are not followed
<b>Initiative</b> Self-motivated; able to work independently; takes action to meet work-related objectives; demonstrates ability to learn new job-related objectives; follows up on assigned tasks	Self-starter, recognizes and meets demands and deadlines; develops an appropriate work plan to achieve results; identifies and prioritizes critical activities and tasks to achieve results; suggests creative, practical solutions to work problems	Takes action to complete required job responsibilities; self-regulates, organizes and coordinates workload for high efficiency and effectiveness, tracks the status of workloads and prioritizes when necessary	Completes required job responsibilities; has the ability to complete job requirements with little or no guidance	Requires feedback to complete required job responsibilities; has problems maintaining focus and completing assigned tasks	Requires direction through repeated explicit feedback; does not focus on priorities or complete assigned tasks; does not take initiative
<b>Customer Service &amp; Work Relationships</b> Contributes to group performance; supports organizational goals; adapts to changed circumstances; establishes and maintains effective working relationships; interacts effectively with the public; demonstrates effective communication; demonstrates teamwork as an integral part of the job	Communications (verbal or written) are clear, concise, courteous, positive, and helpful for multiple audiences and different situations; follows up with questions and issues; discussions are open and respectful with students, parents, coworkers, and administrators; leads a team to ensure that the students being served are receiving the appropriate services without prompting	Communications (verbal or written) are clear, concise, courteous, positive, and helpful; discussions are open and respectful with students, parents, coworkers, and administrators; able to work as part of the team to serve the students	Communications (verbal or written) are clear, concise, courteous, positive and helpful with occasional prompting; discussions are open and respectful with students, parents, coworkers, and administrators; considers self to be part of a team	Communications (verbal or written) may not be clear, concise, positive, helpful, and may require regular reminders; some discussions are tense and not resolved; must be reminded that teamwork is an important part of the job	Communications (verbal or written) are frequently unclear, unfocused and/or negative; discussions are defensive and/or argumentative; little evidence of teamwork

<b>Performance Indicator</b>	<b>Exceptional</b>	<b>Above Expectation</b>	<b>Meets Expectation</b>	<b>Improvement Expected</b>	<b>Unsatisfactory</b>
<b>Job Knowledge</b> Demonstrates proper use of information, procedures, materials, equipment, techniques, and skills; demonstrates working knowledge of job; effective use of technology	Demonstrates expertise, comprehensive job knowledge and outstanding skills in the most difficult aspects of the job; has job knowledge about the organization that goes well beyond the area of responsibility; shares job knowledge within the organization	Demonstrates thorough job knowledge of key responsibilities and initiates improvement; has job knowledge about the organization that goes beyond the area of responsibility; shares job knowledge within the organization	Demonstrates thorough job knowledge of key responsibilities; follows required documentation in the organization; keeps current in the working field	Demonstrates insufficient job knowledge of key responsibilities; requires remediation due to weak job knowledge and skills	Does not demonstrate job knowledge of key duties and responsibilities, even after remediation attempts; requires constant redirection to key responsibilities
<b>Productivity</b> Uses time and resources efficiently; produces acceptable quantity of work; meets deadlines and schedules; handles multiple assignments and adjusts to accommodate changes in priorities; plans and organizes effectively	Completes work assignments, as assigned, on time, with no significant errors; evaluates work products for completeness and accuracy; takes initiative to assist others or seeks additional assignments	Completes work assignments, as assigned, on time, with no significant errors; takes the initiative to assist others or seeks additional assignments	Completes work assignments, as assigned, with minimal errors; informs supervisors of deadline issues	Work assignments are occasionally incomplete, inaccurate and/or late; fails to inform supervisor of deadline issues; does not implement feedback and suggestions for improvement	Work assignments are often incomplete, inaccurate and/or late; fails to inform supervisor of deadline issues; does not implement feedback and suggestions for improvement
<b>Quality of Work</b> Performs assigned tasks competently and timely; work products and/or assigned tasks are thorough, complete, and accurate; follows written and oral directions; performs work consistent with applicable policies and procedures	Performs assigned tasks that exceed expectations; produces work products that exceed required information; routinely displays independent problem solving skills to make and implement constructive suggestions for higher quality work	Performs assigned tasks above expectation; produces work products that exceed required information; self corrects as needed; routinely suggests solutions or alternatives	Performs assigned tasks as required; produces work products that contain required information; self corrects as needed	Assigned tasks are incomplete and/or contain errors; produces work products that are incomplete and/or contain errors; produces work products that occasionally miss deadlines; corrects with direction	Assigned tasks contain uncorrected errors and/or are incomplete after receiving feedback; produces work products that contain uncorrected errors and/or are incomplete after receiving feedback; produces work products that frequently miss deadlines

<b>Overall Evaluation</b>	<b>Exceptional</b> <ul style="list-style-type: none"> <li>Have three (3) or more ratings of Exceptional</li> <li>No more than one (1) rating of Meets Expectation</li> <li>Zero (0) ratings of Improvement Expected or Unsatisfactory</li> </ul>	<b>Above Expectation</b> <ul style="list-style-type: none"> <li>Have three (3) or more ratings of Above Expectation or higher</li> <li>Zero (0) ratings of Improvement Expected or Unsatisfactory</li> </ul>	<b>Meets Expectation</b> <ul style="list-style-type: none"> <li>No more than two (2) ratings of Improvement Expected</li> <li>Zero (0) ratings of Unsatisfactory</li> </ul>	<b>Improvement Expected</b> <ul style="list-style-type: none"> <li>Three (3) or more ratings of Improvement Expected</li> <li>No more than one (1) rating of Unsatisfactory</li> </ul>	<b>Unsatisfactory</b> <ul style="list-style-type: none"> <li>Two (2) or more ratings of Unsatisfactory</li> </ul>
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