Print Form

PROCESS FOR USING THE STANDARDS OF EFFECTIVE JOB PERFORMANCE FOR EVALUATION OF OFFICE SUPPORT PERSONNEL

Evaluation Process:

1. Office support personnel will complete the standards rubric based on their own perception of their job performance.
2. Supervisors will complete the standards rubric based on their own observations and the input of others who work with the office support worker.
3. The supervisor and office support worker will meet to discuss the performance evaluation and any differences noted on the rubric.
4. The supervisor will submit his/her final rubric and summary evaluation to the Human Resource Department to be placed in the office support worker's Personnel File.

Timelines for Evaluation:

1. Office support personnel will receive an annual performance evaluation for each year they work in Saint Paul Public Schools.
2. It is recommended that the evaluation for the first year be completed within the first four months of the office support worker's service. An evaluation must be completed before the six-month probationary period ends.
3. Supervisors may choose to evaluate an office support worker at any time in addition to the annual evaluation.

Improvement Plans and Disciplinary Action:

Supervisors may develop an Improvement Plan or take disciplinary action according to the labor agreement with the AFSCME or the CCEA bargaining unit. Supervisors are encouraged to contact Human Resources for assistance in these matters.

July 2002

Standards of Effective Job Performance for Office Support Personnel

Office Support Worker's Name: _____ School Year: _____

Evaluator's Name: _____ Date: _____

Program: _____

☐ Probationary Evaluation ☐ Annual Evaluation

Instructions: Mark an "X" in the box at the appropriate continuum range that best describes observed behavior or overall performance. The lowest skill level is at the left side of the box with the highest skill level at the right side of the box (see example below). If a standard does not apply to a specific role, write in "N/A" in the box to the far left under "Skill Area."

Example:

Meets Standard
Demonstrates working knowledge in the area of responsibility **X**

Skill Area	Performance Level		
Professionalism	**Below Standard**	**Meets Standard**	**Exceeds Standard**
A. Knowledge Base N/A ☐	Demonstrates gaps in knowledge related to area of responsibility	Demonstrates working knowledge in the area of responsibility	Demonstrates extensive knowledge in area of responsibility
B. Mission N/A ☐	Does not support the mission of the school or department	Supports a clear mission for the department or school	Creates wide range "buy in" of the department or school mission
C. Relationships N/A ☐	Feedback from others indicates disrespectful or unprofessional relationships	Maintains respectful, effective, and professional relationships with all stakeholders	Feedback surveys and other data indicate highly positive working relationships
D. Diversity N/A ☐	Behavior demonstrates a lack of sensitivity to diversity	Behavior demonstrates sensitivity to diversity	Behavior demonstrates high levels of sensitivity to diversity
E. Problem Solving N/A ☐	Problem solving skills are not effective	Applies problem solving skills effectively	Is highly proactive in identifying and minimizing potential problems
F. Decision Making N/A ☐	Does not make informed and timely decisions.	Makes informed and timely decisions when appropriate	Decisions are very well informed and communicated efficiently
G. Results N/A ☐	Fails to meet expectations of: quality quantity timeliness follow through	Completes assignments meeting expected performance criteria: quality of work quantity of work timeliness of work follow through	Consistently exceeds expectations, delivering high quality products
H. Visibility N/A ☐	Is not visible and/or accessible	Maintains visibility and accessibility	Highly visible and accessible

Skill Area	Performance Level		
Professionalism (Continued)	**Below Standard**	**Meets Standard**	**Exceeds Standard**
I. Integrity N/A ☐	Fails to demonstrate basic fairness and/or ethical behavior	Acts with fairness and in an ethical manner	Exceptionally fair and ethical, consistently high levels of integrity
J. Independence N/A ☐	Does not work independently as appropriate	Works independently as appropriate	Proactively completes tasks independently as appropriate
K. Initiative N/A ☐	Fails to take appropriate initiative	Takes initiative as appropriate	
L. Tasks N/A ☐	May not work willingly on all assigned tasks	Works willingly on all assigned tasks	
M. Attire N/A ☐	Inappropriate attire	Dresses appropriately	

Notes:

Skill Area	Performance Level		
Work Habits	**Below Standard**	**Meets Standard**	**Exceeds Standard**
A. Work Environment N/A ☐	Fails to contribute to a safe and positive work environment	Contributes to a safe and positive work environment	Proactively prevents problems that may disrupt a safe and caring work environment
B. Policy N/A ☐	May not know or act according to standards, policy, law or contracts	Acts in accordance with standards, policies, law, and negotiated contracts	Helps to develop standards, policies, laws and contracts
C. Use of Resources N/A ☐	May not know about or ensure efficient use of resources	Distributes and uses resources effectively	Maximizes the use of resources and adjusts how they are used accordingly
D. Technology N/A ☐	Is not effectively using technology	Effectively uses technology	Advances the use of technology in unique ways to solve problems or provide services
E. Organized N/A ☐	Poorly organized	Well organized, including effective use of time	Demonstrates exceptional organizational skills
F. Attendance N/A ☐	Poor attendance and/or ineffective back up plans	Has good attendance with appropriate plans in place for absences	Has excellent attendance with well developed plans for absences
G. Reporting N/A ☐	Fails to follow procedures for reporting absence or tardiness	Follows procedures for reporting absence or tardiness	
H. Schedules N/A ☐	Fails to observe work hours and/or work schedules	Observes work hours and work schedules	
I. Information N/A ☐	Fails to use appropriate information sources in daily work	Uses appropriate information sources in daily work	Seeks additional information to use in daily work
J. Planning N/A ☐	Does not effectively plan and prioritize work and/or meet deadlines	Effectively plans and prioritizes work and meets deadlines	

Notes:

Skill Area	Performance Level		
Communication Skills	**Below Standard**	**Meets Standard**	**Exceeds Standard**
A. Listening Skills N/A ☐	Demonstrates poor listening skills	Listens to others and considers their feedback	Actively listens to others and values their input
B. Oral/Written Communication N/A ☐	Demonstrates a pattern of ineffective written and oral communication	Demonstrates clear, accurate and effective oral and written communication	Oral and written language is clear, correct, and highly articulate
C. Timely Communication N/A ☐	May not get back to people in reasonable amounts of time	Responds to messages in a timely manner- usually within one working day	Responds to ALL messages within one working day
D. Group Process Skills N/A ☐	Ineffective skills in: Motivating others Conflict resolution Teamwork	Demonstrates skill in: Motivating others Conflict resolution Teamwork	Exceptional skills in: Motivating others Conflict resolution Teamwork
E. Image N/A ☐	Does little to promote a positive image of SPPS	Promotes a positive image of Saint Paul Public Schools	Creatively markets a positive image of Saint Paul Public Schools
F. Confidentiality N/A ☐	Fails to handle sensitive, private, and confidential material appropriately	Handles sensitive, private, and confidential material appropriately	

Notes:

Skill Area	Performance Level		
Professional Development	**Below Standard**	**Meets Standard**	**Exceeds Standard**
A. Feedback Surveys N/A ☐	Minimizes or ignores data from stakeholder surveys	Uses stakeholder surveys to assess own performance and acts accordingly	Actively pursues feedback from numerous sources and acts accordingly
B. Skill Development N/A ☐	Fails to learn and/or apply new skills as needed	Learns and applies new skills as needed, including technology	Develops self to assume new roles or responsibilities

Notes:

FOR OFFICE SUPPORT STAFF WHO SUPERVISE OTHER EMPLOYEES

Skill Area	Performance Level		
	Below Standard	**Meets Standard**	**Exceeds Standard**
A. Recognition N/A ☐	Fails to provide positive recognition for employees	Recognizes employees for positive contributions	Regularly finds ways to support employee's large and small contributions
B. Staff Development N/A ☐	Not actively involved in promoting continuous professional growth	Promotes continuous professional growth for self and others	Ensures continuous, focused professional development for self and others
C. Staffing N/A ☐	Does not effectively select, develop, and/or evaluate staff	Effectively selects, develops, and evaluates staff	
D. High Expectations N/A ☐	Fails to set and/or model high expectations for staff	Sets and models high expectations for staff	
E. Developing Leadership N/A ☐	Rarely builds leadership capacity within the department	Builds leadership capacity within the department	
F. Decision Making N/A ☐	Rarely uses data to make work related decisions	Uses a variety of data to make decisions	
G. Meetings N/A ☐	Conduct meetings that are not productive and/or on time	Conducts productive meetings that generally begin and end on time	
H. Operations N/A ☐	Fails to assure that assigned operations are handled effectively	Assures that assigned operations are running smoothly	
I. Planning N/A ☐	Fails to align work priorities with district, school, or department goals	Aligns work priorities with district, school, or department goals and initiatives	Has back-up plan, and consistently adjusts plan as needed

Notes:

Standards of Effective Job Performance for Office Support Personnel

SUMMARY EVALUATION

Please rate the overall performance of _____
Office Support Staff Member's Name

School Year _____ Program _____

Evaluation

_____ Exceeds Standard

_____ **Meets Standard (Satisfactory)**

_____ Below Standard (Unsatisfactory: must be re-assessed within four [4] months)
(If non-probationary, an Improvement Plan may be developed.)

Comments

Signed: _____ Date: _____
Supervisor

This performance appraisal has been discussed with me, and I have received a copy of it.
(Office Support Personnel may submit a letter for inclusion in their personnel file pertaining to this appraisal)

Signed: _____ Date: _____
Office Support Staff Member

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008