

# BRISTOL VIRGINIA PUBLIC SCHOOLS

## Support Staff Performance Evaluation Report

**Type of Evaluation (Check One)**    \_\_\_ Probationary    \_\_\_ Semi-Annual    \_\_\_ Annual    \_\_\_ Special Circumstance

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

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

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

**Location:** \_\_\_\_\_

### 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	Proficient	Basic	Area of Concern
	4	3	2	1
1. DEPENDABILITY (demonstrates commitment to demands of the job; meets deadlines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ATTITUDE (flexible; respectful; cooperative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. INITIATIVE (self-motivated; resourceful; independent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. JUDGEMENT (discretion; confidentiality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. FOLLOWS CHAIN OF COMMAND	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. TEAMWORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. JOB KNOWLEDGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. PROFESSIONAL GROWTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. OVERALL EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TOTAL SCORE:** \_\_\_\_\_

*Satisfactory = 23 to 36 points*

*Unsatisfactory = 22 and below*

**Bristol Virginia Public Schools**  
**Support Staff Performance**  
**Evaluation Report**

Evaluation of goals from the start of 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.

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Signature of Evaluator

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Signature of Administrator

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Date

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Date

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

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Signature of Employee

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Date

# BRISTOL VIRGINIA PUBLIC SCHOOLS

## Support Staff Evaluation Rubric

<b><u>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>
<b>1) Dependability</b>	<ul style="list-style-type: none"> <li>* Maintains excellent attendance record</li> <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 (Example: 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>
<b>2) Attitude</b>	<ul style="list-style-type: none"> <li>* Team player and offers assistance for unanticipated assignment</li> <li>* Engages in assistance of unplanned duties when schedule 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>
<b>3) Initiative</b>	<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>
<b>4) Judgment</b>	<ul style="list-style-type: none"> <li>* Protects confidentiality of student/family/colleague/others</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 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>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>
<b>5) Follows Chain of Command</b>	<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 supervisor 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>
<b>6) Teamwork</b>	<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>
<b>7) Job Knowledge</b>	<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 in relation to work duties</li> <li>* Serious knowledge retention problems</li> <li>* Requires constant instruction &amp; explanation</li> </ul>
<b>8) Professional Growth</b>	<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>

<b>9) Attendance</b>	<p>* Employee is consistently present, contributes to the effectiveness of the department and division operations (absences range between zero to 5 days per year; vacation days N/A to ranking).</p>	<p>* Employee is commonly present and contributes to the effectiveness of the department and division operations (absences range from 3 to 8 days per year; vacations days N/A to ranking).</p>	<p>* Employee is consistently absent and/or late arriving, with or without notice, impacting the effectiveness of the department and division operations (absences range from 8 to 12 days per year; vacation days N/A to ranking).</p>	<p>* Employee is chronically absent, with or without notice, impacting the effectiveness of the department and division operations (absences exceed 12 days per year; vacation days N/A to ranking).</p>
<b>10) Overall Evaluation</b>	<p>* Performance is excellent overall in most categories</p>	<p>* Performing at above average in most categories</p>	<p>* Performing to minimum required in most categories</p>	<p>* Substandard/unacceptable performance, requires immediate improvement</p>

