



Evaluation Overview

SCHOOL DISTRICT OF OSCEOLA COUNTY

Learning Goal & Targets

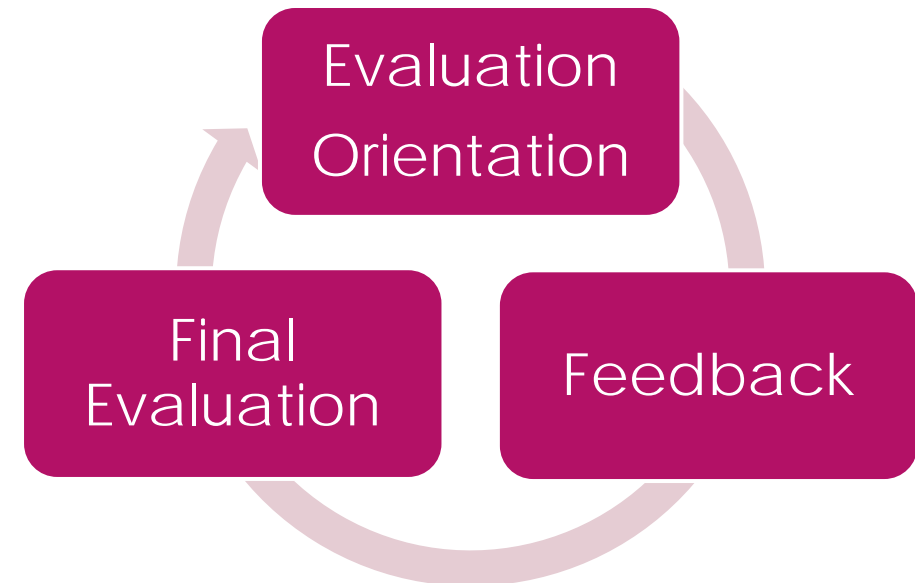
- ▶ **Learning Goal:** Participants will understand how the Professional Support Staff Evaluation assesses their performance and offers direction on how to improve upon job related identifiers.
- ▶ **Learning Targets:**
 - Participants will:
 - ▶ Understand the Evaluation Cycle
 - ▶ Have a clear understanding of the Rating Rubric
 - ▶ Deepen connections of the Performance Factors as they pertain to job related identifiers
 - ▶ Understand the purpose on an Performance Improvement Plan

Evaluation Cycle

Probationary Contract



Professional Service Contract



Professional Support Staff Assessment



Job Performance



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Performance Factors:

- Job Knowledge
- Quality / Quantity
- Interaction
- Work Attitude
- Punctuality / Attendance
- Safety
- Responsibility
- Appropriate Dress
- Adaptability / Flexibility

Job Knowledge:

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Employee has the knowledge to do the job effectively and stays abreast to changes.

▶ Examples:

- ▶ Proficiency & Understanding of...
 - ▶ the skills required for job completion
 - ▶ The procedures and policies associated with job duties
 - ▶ the proper tools necessary for the job assignment
 - ▶ the proper use and care of job specific equipment



▶ Things to consider:

- ▶ Where does the 'Job Knowledge' come from?
- ▶ Where and from whom do 'changes' come from?
- ▶ How are we notified of changes?
- ▶ How can you keep your job knowledge up-to-date?

Job Knowledge:

Employee has the knowledge to do the job effectively and stays abreast to changes.

▶ Examples:

- ▶ Knowing...
 - ▶ the proper use of chemicals
 - ▶ the proper use and care of equipment
 - ▶ the proper cleaning methods
 - ▶ where to locate the safety data sheet for chemicals
 - ▶ all of the basic safety procedures to perform the job



▶ Things to consider:

- ▶ Where does the 'Job Knowledge' come from?
- ▶ Where and from whom do 'changes' come from?
- ▶ How are we notified of changes?
- ▶ How can you keep your job knowledge up-to-date?

Quality / Quantity Work:

Accuracy, timely performance and thoroughness of work product.

▶ Qualitative: Refers to the quality or characteristic of the work product.

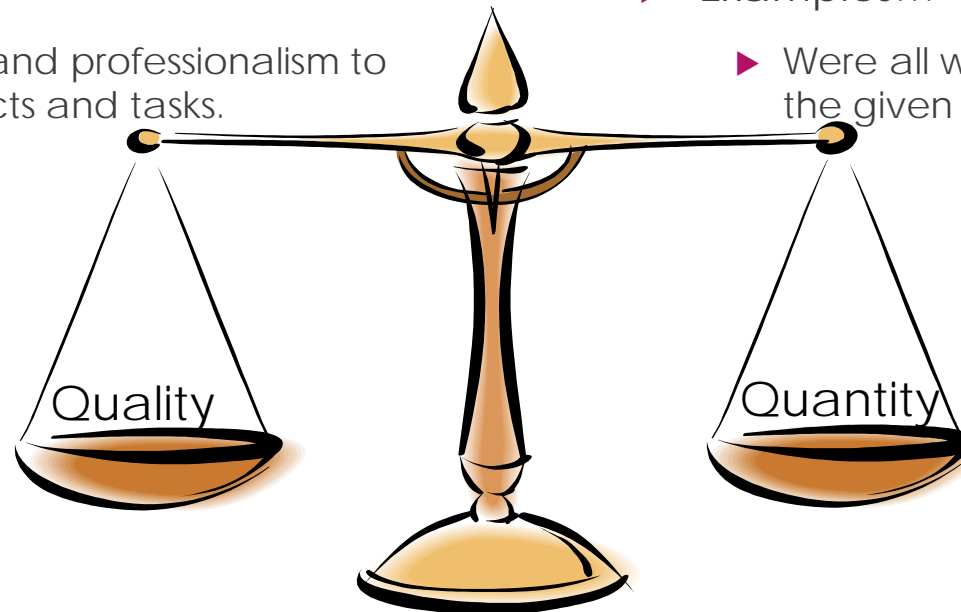
▶ Example:

▶ Level of detail and professionalism to assigned projects and tasks.

▶ Quantitative: Refers to the amount or time it takes to complete a task.

▶ Examples...

▶ Were all work assignments complete in the given amount of time?



Interaction: The measure of an employee's ability to interact with others in a positive and professional manner



Co-workers
Students
Parents
Community Members
Supervisors
Vendors



Work Attitude: Strong positive work attitude

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- ▶ Measure of behavior
 - ▶ Both Verbal & Non-Verbal
- ▶ Strong positive attitude
- ▶ Emphasis on supporting and helping others



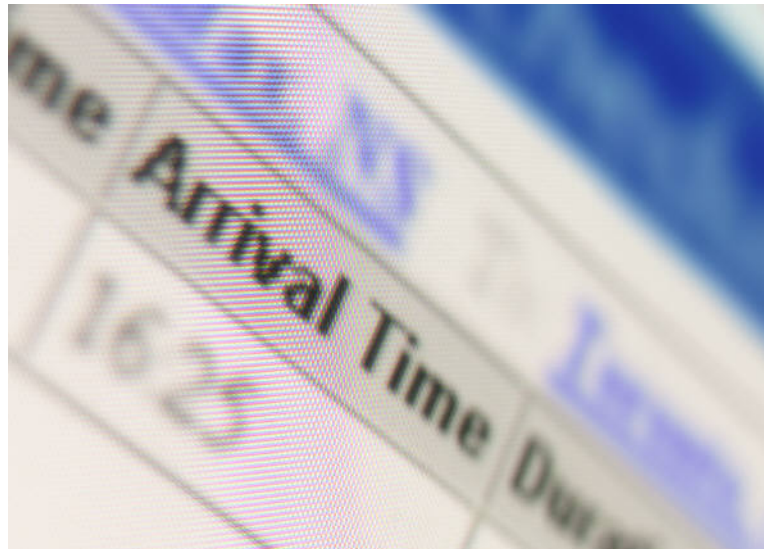
Things to consider:

- ▶ How well do you work with others?
- ▶ Even when not asked, do you support or assist others when your assistance could be valuable?
- ▶ Are you receptive to change?
- ▶ Are you receptive to feedback or guidance on improving your job performance

Punctuality / Attendance:

Reports and leaves work on time. Works scheduled hours / days

- ▶ Reports to work regularly and on time
- ▶ Is 'ready' to work at start of shift time
- ▶ Ability to follow schedule of appointed tasks within the work day
- ▶ Leaves work at scheduled time



What Supervisors don't want to see:

- ▶ Arriving and starting appointed job duties late
- ▶ Leaving work early
- ▶ Excessive absenteeism from work

Safety:

Maintains a safe work area and practices



Some Examples Include:

Custodial:

- ▶ Proper use of the custodial equipment
- ▶ Utilizing appropriate personal protective equipment for each type of chemical application (safety glasses, gloves, etc.)

Clerical:

Para Professional:

Responsibility: Willingness to accept responsibility for the tasks assigned and accept responsibility for ones actions

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- ▶ Fully understand the expectations of your job assignments
 - ▶ Grasp how your position impacts the work conditions of the facility you work in
- ▶ Take ownership and pride of those expectations

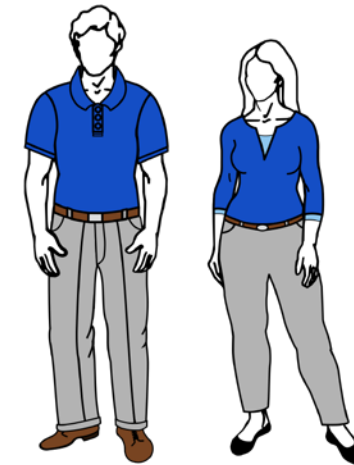
Things to consider:

- ▶ Who provides you with your job assignments?
- ▶ Can you be trusted to work diligently and independently with minimal supervision?
- ▶ What are your assigned tasks?
- ▶ When there is an accident or mishap as a result of your actions or in your work area, are you familiar with reporting protocols?

Appropriate Dress for Job: Attire is consistent with policy and employee safety

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- ▶ Specific to complying with standards of your job assignment
- ▶ Maintain personal hygiene
- ▶ Wear appropriate safety equipment

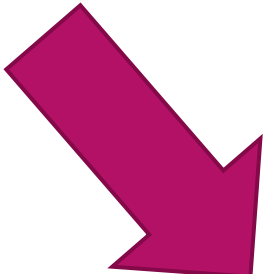


Adaptability / Flexibility:

The measure of an employee's willingness and ability to adapt to the changing responsibilities and conditions of his / her position.



Willingness and ability to accept changing responsibilities and conditions of job duties



Contributes to meeting the vision and goals of the school district



Contributes to the climate and collegiality of the work environment

Evaluation Ratings

Rating	Proficiency	Descriptor
1	Strength	Positive impact on results
2	Satisfactory	Consistently meets expectations
3	Development Needed	Needs to increase effectiveness to meet the requirements of the position
4	Unsatisfactory	Considerable room for improvement; negative impact on results

Performance Improvement Plan

Created When:

- Trends in job performance call for needed improvement
- A score of 3 or 4 is scored on the Performance Assessment

What will it provide?:

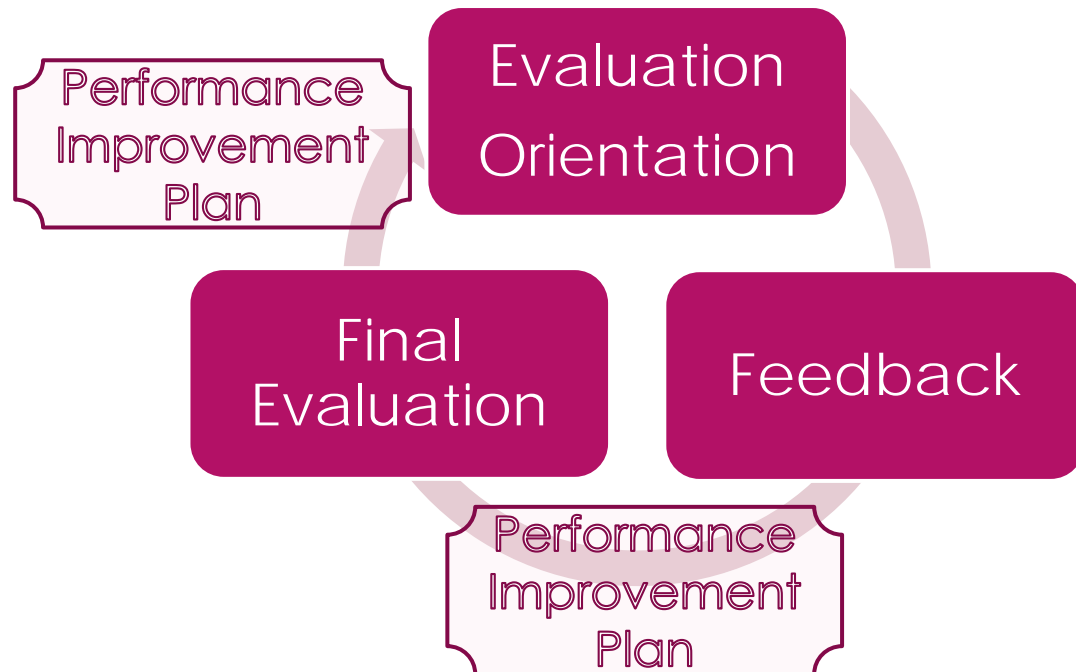
- Identifies areas in need of support for improvement
- Develop strategies and methods of support for improvement and success
- Road map for anticipated goal setting

What is it not:

- Discipline
- Reprimand
- Method of termination

Evaluation Cycle

Professional Service Contract



Probationary Contract





HOW TO ACCESS YOUR EVALUATIONS in IObservation

Employee Side

Home Observations ▾ Collaborate ▾ Growth ▾ Resource Library Reports Evaluations ▾

Welcome, Practice Teacher!

Alerts:

- ➔ Feedback: [37 unread observations](#)
- ➔ Observation Attention: [17 requires your acknowledgement](#)

Observations:

- ➔ [Start peer observation](#)

Collaborate:

- ➔ Private Conferences: [6 new conference invitations](#)
- ➔ Group Discussions: [18 new discussion invitations](#)

First-Time Users:

Welcome to iObservation! Start by following the steps below.

1. Download the [Getting Started Quick Start Guide](#) for help.
2. Upload your picture in [My Settings](#). You can also set notification preferences [here](#).
3. Read a brief introduction of the [Marzano Art and Science of Teaching Framework](#)
4. Download the [Observation Quick Start Guide](#) for help and begin [conducting an observation](#).

Quick Start Guides:

- ➔ [Getting Started Quick Start Guide](#)
- ➔ [Observation Quick Start Guide](#)
- ➔ [Conferences Quick Start Guide](#)
- ➔ [Discussions Quick Start Guide](#)
- ➔ [Resource Library Quick Start Guide](#)
- ➔ [Growth Plans Quick Start Guide](#)
- ➔ [Teacher Evaluation Quick Start Guide](#)

Employee Side

Home

Observations ▾

Collaborate ▾

Growth ▾

Resource Library

Reports

Evaluations ▾

Welcome

Teacher!

Pre/Post Conferences

Preview Forms

Conduct

Saved Drafts

View Completed

Notebooks

Alert

First-Time Users:

Welcome to iObservation! Start by following the steps

1. Download the [Getting Started Quick Start Guide](#)

Employee Side

Completed Observations



«

1

2

3

4

»

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Practice Teacher *Needs
Attention New*

Observer: KAREN VISLOCKY

Form Name: Osceola School District
Professional Support Staff
Assessment

Type: Standard

Date Started: Feb 11, 2019 2:52:35 PM

Date Submitted: Feb 11, 2019 3:04:30 PM

Date Viewed by Learner: Not Viewed

Share

View



Employee Side

Observer:
KAREN VISLOCKY

Date Started:
Feb 11, 2019 2:52:35 PM

Date Submitted:
Feb 11, 2019 3:04:30 PM

Type:
Standard

Location:
ADULT LEARNING CENTER
OSCEOLA [9002]

Osceola School District Professional Support Staff Assessment

For the Performance Factors listed below, please indicate the effectiveness with which they were applied in achieving the results. When assessing each factor, apply the following broad definitions: (if a rating of 3 or 4 is used, a Performance Improvement Plan - FC-710-1959 must be attached.)

1. **STRENGTH** Positive impact on results
2. **SATISFACTORY** Consistently meets expectations
3. **DEVELOPMENT NEEDED** Needs to increase present effectiveness to meet the requirements of the position
4. **UNSATISFACTORY** Considerable room for improvement; negative impact on results

▼ JOB KNOWLEDGE

Has the knowledge to do job effectively and stays abreast of changes.

Positive impact on results

1. Strength 2. Satisfactory 3. Development Needed 4. Unsatisfactory



Comments:

Knows how to work in the kitchen.

▼ QUALITY/QUANTITY OF WORK

Accuracy, timely performance and thoroughness of work product

Positive impact on results

1. Strength 2. Satisfactory 3. Development Needed 4. Unsatisfactory



▼ INTERACTION

Employee Side

Overall Comments and Notifications *Needs Attention*

Notifications:

This observation has been completed by **KAREN VISLOCKY** on Feb 11, 2019 3:04:30 PM

I, Practice Teacher, acknowledge observation results

Practice Teacher's comments:

Save

Employee Side

Confirm

Are you sure that you want to acknowledge this observation?

When an observation is acknowledged, the acknowledgement and comments become read-only and are submitted.

Cancel

OK



Questions or Comments....



Virginia Ramie, Director of Student Success & Instructional Improvement, ext. 65063

Karen Vislocky, Senior Manager of Student Success & Instructional Improvement, ext. 65060