

# Evaluation Form: Supporting Services Professional Growth System



Office of Human Resources and Development  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

MCPS Form 430-90  
June 2015

Name Joe Smith Employee ID # 12345 Date May 26, 2016

\*Permanent Status Evaluation  Scheduled Evaluation  \*\*Off-cycle Evaluation  PAR Follow-UP  \*\*\*Interim Evaluation

Department/School Best High School Position Building Service Manager

**Notes:** \*If this is a Permanent Status Evaluation, a probationary employee should be able to demonstrate his or her potential to meet the general and technical Knowledge of Job core competency performance criteria.

\*\*An Off-cycle Evaluation can be used:

- as a tool to work with an underperforming employee to let him/her know the status of his/her current performance
- as a way to call attention to exceptionally good work
- following the end of the 90-day special evaluation within the Performance Improvement Process

\*\*\*An Interim Evaluation is prepared if there is a change of supervisor or if the employee transfers prior to the time for the employee's regularly scheduled performance evaluation. (See Article 30, paragraph B2 of the Negotiated Agreement.)

## Roles and Responsibilities

- The evaluator is the direct line supervisor. The reviewer is a higher level supervisor, if one exists. Montgomery County Education Association (MCEA) employees do not write evaluations and are not evaluators or reviewers, but may provide indirect feedback. (See SSPGS Handbook for clarification.)

## Providing Examples and Evidence

- In the "Examples/Evidence" section, provide specific examples/evidence of how the employee has demonstrated or not demonstrated meeting competency. Narratives written in the Claim, Examples/Evidence, Impact, Judgment (CEIJ) format are preferred.

## Completing the Form

- Evaluator completes all parts of the form. Reviewer reviews and signs the form.
- Evaluator discusses the evaluation with the employee.
- Evaluator and employee sign the evaluation.
- One copy is kept in the employee's local file, one is given to the employee, and one is sent to the OHRD Performance Evaluation Compliance Unit (PECU).

## Due Dates

- Permanent Status Evaluation: Due no later than six months after the date of hire.
- Scheduled Evaluation:
  - Meets Competency: Submit by June 1.
  - Does Not Meet Competency: Submit by first Friday in March.
- Peer Assistance and Review (PAR) Follow-Up: Due one year after completing PAR.

**PART I—CORE COMPETENCIES**

The core competencies listed below are defined by performance criteria. These performance criteria offer suggestions for how the core competencies may be observed. (See SSPGS Handbook.)

**Rating:** There are two possible ratings—Meets Competency and Does Not Meet Competency. Using the examples/evidence, determine the overall assessment of the employee's performance in a particular competency.

- **Meets Competency (MC):** Reflects performance over a sustained period of time that clearly and consistently meets competency performance criteria as cited in the SSPGS Handbook.
- **Does Not Meet Competency (NMC):** Reflects performance that regularly fails to meet competency performance criteria.

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p><b>COMMITMENT TO STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Understands how the job contributes to Success for Every Student</li> <li>• Cares genuinely about the overall learning environment to ensure student success</li> <li>• Acts with the student in mind</li> <li>• Is dedicated to meeting expectations of principals, supervisors, staff, parents, and students</li> <li>• Is dedicated to supporting high-quality education for students</li> <li>• Is dedicated to the successful achievement/performance of all groups by supporting the elimination of racial and ethnic inequalities</li> </ul>	<p>Mr. Smith demonstrates a high level of commitment to all stakeholders. He ensures that the building is clean and that the HVAC systems are working appropriately so that all stakeholders are able to concentrate on their work (log - 2014/15). Mr. Smith is always responsive to the needs of the teachers in the classroom. Teachers depend on him to keep their environment safe and comfortable (e-mail from teacher 01/26/16). Also, he mentors students which enhances their learning (parent letters - 5/3/14, 10/14/15, 3/22/16). As a result of Mr. Smith's efforts, students and staff are ensured a clean and safe environment that promotes student success. Mr. Smith meets competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>
<p><b>KNOWLEDGE OF JOB</b></p> <ul style="list-style-type: none"> <li>• General Competencies <ul style="list-style-type: none"> <li>- Understands assigned job duties</li> <li>- Is knowledgeable about current and new practices and methods</li> <li>- Uses appropriate materials, equipment, and resources</li> <li>- Implements and completes work assignments</li> <li>- Learns new skills and procedures</li> <li>- Knows appropriate policies, procedures, and regulations</li> </ul> </li> <li>• Technical Competencies Applies the knowledge and skills needed to do the job, including technical competencies required by employee's specific position classification (See job description and Reference Checklist.)</li> </ul>	<p>Mr. Smith understands the responsibilities of his position as a building service manager. He enhances his knowledge by attending all required courses. In addition, he has attended Supervising and Evaluating Employees (11/14/14), Managing Your Time, Maximizing Your Potential (11/04/15), and Effective Writing (1/21/16). Mr. Smith routinely collaborates with School Plant Operations Trainers to provide up-to-date training for new building services staff (e-mail 3/16/14). The school building is a representation of Mr. Smith's commitment. Mr. Smith meets the Knowledge of Job competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p><b>PROFESSIONALISM</b></p> <ul style="list-style-type: none"> <li>• Patient to hear the entire story</li> <li>• Calm under pressure</li> <li>• Timely with information</li> <li>• Positive, dependable, reliable, and trustworthy</li> <li>• Responds to all people equitably</li> <li>• Proactive when handling all situations</li> <li>• Possesses the ability to handle all matters in a professional and confidential manner</li> </ul>	<p>Mr. Smith always conducts himself in a professional manner. He has a good attitude, is trustworthy, and reliable. He continues to be timely with information regarding PTSA events (ROC 09/14/14, 05/12/15, 10/28/15). He handles confidential staff issues appropriately (observation - 10/10/14, 04/04/16). He is proactive in introducing himself to new staff at the beginning of every school year (e-mail 08/16/15). Therefore students and staff positively interact with the building services team. He meets competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Polite and approachable</li> <li>• Able to be a team member/team player</li> <li>• Cares about people</li> <li>• Available and ready to help</li> <li>• Treats people with respect</li> <li>• Acts as a mentor and a student advocate</li> <li>• Attempts to understand other perspectives</li> <li>• Relates well to others</li> </ul>	<p>Mr. Smith works effectively with others and is a team player. He actively participated in school leadership meetings (school years, 2014, 2015, and 2016). Mr. Smith exemplifies the Organizational Culture of Respect Compact and has brought his team on board through team building activities (agenda - 09/14, 12/15, 03/16). Because of his hard work in this area, the building service team operates more effectively. Mr. Smith meets competency</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Understands how to be an active listener</li> <li>• Effective in oral and written skills</li> <li>• Able to communicate well to manage conflict and deal effectively with problem situations</li> <li>• Tactful when handling situations and difficulties with the least possible disruption</li> </ul>	<p>Mr. Smith communicates well with stakeholders. He devised a system to communicate with ESOL building service staff to promote understanding (observation - 12/12/15). He provided feedback to employees regarding their PDPs to enhance growth (forms 10/14, 10/15, and 10/16). He communicated through emails to update assignments and issues (e-mails - various dates). As a result, staff and supervisors are informed of appropriate information. Mr. Smith communicates effectively and meets competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>
<p><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>• Knows how to get things done in the classroom, school, office, or other work locations</li> <li>• Assists as needed to organize meetings and tasks</li> <li>• Anticipates needs of principals, supervisors, staff, parents, and students</li> <li>• Gets things done in a timely manner</li> <li>• Manages a broad range of activities</li> </ul>	<p>Mr. Smith is very organized. He has helped by creating schedules for systematic team cleaning and has organized building service staff meetings (schedules - 8/23/14, 8/25/15). Mr. Smith has led his staff in completion of the summer cleaning ahead of schedule for the past three years. Because of Mr. Smith's skills, the school is ready to receive students on the first day of school. Mr. Smith organizes work well and meets this competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>• Changes routines to fit the needs of the situation</li> <li>• Accesses and uses resources effectively and efficiently</li> <li>• Identifies process improvements</li> <li>• Explores beyond the obvious when solving problems</li> <li>• Asks appropriate questions to clarify a situation</li> <li>• Logical when discussing the pros and cons of situations</li> <li>• Quickly recognizes issues and their implications</li> </ul>	<p>Mr. Smith solves problems efficiently. During the snow storm in 2014, he organized his staff and used all appropriate resources to ensure that snow was removed from entrances, sidewalks, and walkways to portable classrooms (letter of commendation - 1/12/14). During the many weather related delays in winter, Mr. Smith created alternative daily schedules for staff to give them the information they need to know about changes in their duties such as lunch clean-up and dismissal (schedules - 01/06/15). Because of Mr. Smith's efforts to effectively solve problems as they arise and being proactive, staff feel comfortable and know what resources are available to them when problems occur. Mr. Smith meets competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>

**PART II—ADDITIONAL COMMENTS**

(For example, you might address the past year's record of accomplishments, letters of recommendation, and training courses taken.)

Mr. Smith continues to enhance his knowledge as a building service manager by attending required trainings. He has also taken steps to learn to be a more effective supervisor to his employees by taking supervisory courses. Additionally, he completed the process to secure the Maryland Engineer's License.

Mr. Smith mentors students, which has positively impacted their success. Through his dedication and work with students, several students have been motivated by him to persevere and graduate successfully. His kind words and consistent support often result in student success.

Mr. Smith is a vital part of the school leadership team and has contributed to its success.

Mr. Smith is highly recommended for appropriate promotions to include the building service area supervisor position.

**PART III—SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT**

Mr. Smith should consider enhancing his computer skills by enrolling in Intermediate and Advanced Excel. Further, consideration should be given to his attending additional Evaluator Trainings to develop his evaluation writing skills. Mr. Smith should consider volunteering to serve on a school operations committee/task force that constructs or revises policies and procedures. Another suggestion would be to attend Developing a Professional Portfolio to showcase his professional accomplishments for evaluation purposes and career advancement opportunities.

**PART IV—FINAL RATING**

Meets all core competencies       Does not meet one or more of the core competencies

**PART V—SIGNATURES**

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ Clark Kent School Business Administrator  
*Signature, Evaluator*      *Date*      *Printed Name and Job Title, Evaluator*

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ Bruce Wayne, Principal  
*Signature, Reviewer*      *Date*      *Printed Name and Job Title, Reviewer*

I have participated in this evaluation \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_  
*Signature, Employee*      *Date*

(BY SIGNING THIS EVALUATION THE EMPLOYEE DOES NOT NECESSARILY HAVE TO AGREE WITH THE CONTENTS AND MAY ATTACH COMMENTS TO THIS FORM.)