



Classified

Employee Professional Growth Handbook

Direct Personnel
(Example: Instructional Assistant)

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PURPOSE AND PHILOSOPHY

A priority of the South Coast Education Service District is to create and sustain a professional staff and work environment that enables effective participation in the identification, design, development, delivery and evaluation of valued services to learners, school, families and communities. In order to meet this priority, staff members must be evaluated in accordance with a well-defined set of performance standards and job expectations. Furthermore, we believe that the employee must take a major share of the responsibility for their own growth and performance. The goal of the evaluation program is to create an environment in which the employee can realize personal satisfaction and fulfillment while working to accomplish the goals of the organization.

The objective of the Classified Employee Evaluation Program is to facilitate decision-making regarding the employees' performance and professional development. To this end, the Program serves the purposes of:

- Fostering increasing competence and growth of the employee
- Measuring and judging performance
- Clarifying both the job to be done and the expectation of accomplishment
- Enhancing communication between management and staff

These purposes are accomplished through the following processes:

- Collecting data in an orderly and systematic fashion
- Relating individual performance to organizational goals and a set of performance standards
- Establishing performance, personal goals through employee/supervisor communication

INTRODUCTION

The SCESD Classified Employee Professional Growth process was developed in correlation with the initial SCESD Licensed Employee Professional Growth process. The initial SCESD Licensed Employee Professional Growth process was developed based on The Oregon Framework for Teacher and Administrator Evaluation and Support Systems which incorporates state legislation, Senate Bill 290, rules adopted by the State Board (December 2011/June 2012) and the federal waiver requirements. The five required elements outlined below establish the parameters for all local evaluation and support systems.

1. **Standards of Professional Practice.** The SCESD will use the following domains as a structure for evaluation that encompasses effective instruction and delivery of service. Standards define what staff should know and be able to do to ensure that they are meeting their essential job functions.
 - 1) Core Job Functions
 - 2) Skills and Abilities
 - 3) Professionalism
 - a. Personal
 - b. Interpersonal

Each of these domains is further defined by components that are specific to three professional responsibility categories: Direct, Indirect and Specialized. Depending on the assignment, Human Resources will determine employee placement in the appropriate category.

2. **Differentiated (4) Performance Levels.** The classified employee's performance on the standards of professional practice are measured on four performance levels (Exemplary, Proficient, Basic, Does Not Meet Standards).
3. **Multiple Measures.** Multiple sources of data are used to measure classified employee performance on the standards of professional practice. Evaluators look at evidence from three categories: core job functions, skills and abilities and professionalism.

Based on self-assessment, the classified employee identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning where applicable. SMART goals and/or learning targets are used as a tool for effective goal-setting.

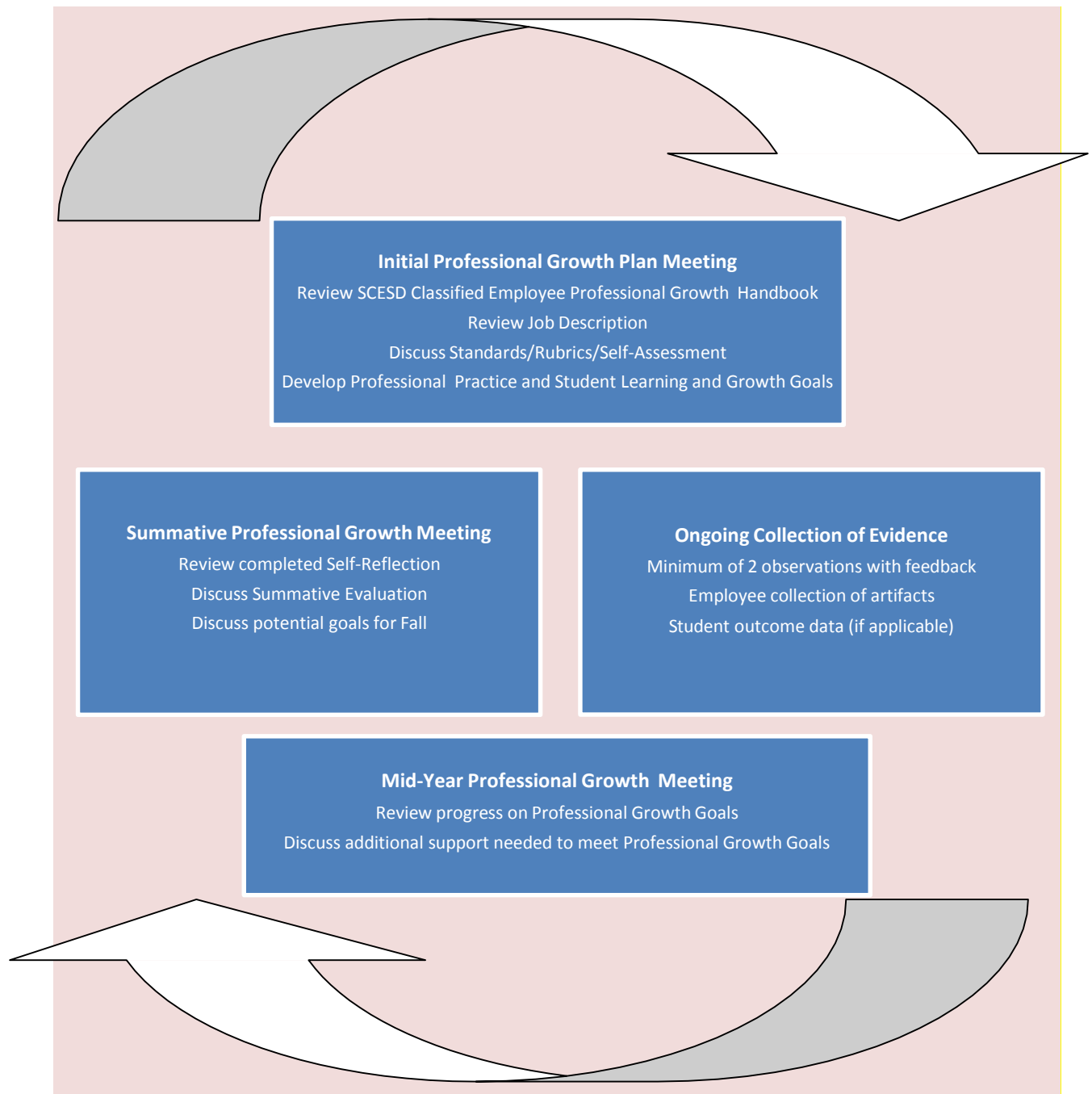
SCESD's Classified Employee Professional Growth process requires the following minimum when goal setting:

- One job related goal
- One professional growth related goal

4. **Evaluation and Professional Growth Cycle.** Classified employees are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment and summative evaluation.

5. **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to classified employee's evaluation and their need for professional growth as applicable.

Overview of Professional Growth and Evaluation Cycle



EVALUATION PROCESS FOR CLASSIFIED STAFF

The following Classified Staff Evaluation process applies to all classified staff members, unless otherwise indicated.

The purpose of the evaluation is to aid the classified employee in making continuous professional growth and to determine performance of responsibilities. Staff may be observed and evaluated with respect to their relationships with students, parents, educators, administrators and other staff members in aspects of their daily performance.

The evaluation procedure is as follows:

1. Classified staff will be evaluated at least annually during the first 3 years of employment.
2. After 3 years, classified staff will be evaluated at least once every two years. In a year when no evaluation is performed, classified staff may still receive observational data. Nothing herein prevents the district from conducting more frequent evaluations of staff.
3. An Initial Professional Growth Plan meeting will be scheduled at least once each school year for all staff. The Initial Professional Growth Plan meeting may require more than one meeting and will include a review of the SCESD Classified Employee Professional Growth Handbook and discussion of:
 - a. Job description
 - b. Employee self-assessment (rubrics)
 - c. District performance standards and rubrics
 - d. Individual Professional Growth Goals
 - e. Observations and evaluative timelines
4. Evaluations will be based on:
 - a. Professional practice – Measures the quality of an employee’s performance of core job functions and skills and abilities.
 - b. Professional responsibilities – Evidence of progress toward professional goals in competence of core job functions, skills and abilities and professionalism.
 - c. Student learning and growth (as applicable) – Evidence of quantitative measures of the employee’s impact on a student (or sets of students) as measured by multiple sources of student data over time.
5. All evaluations will be based on a minimum of two observations and other relevant information developed by the District.
6. Individual performance may be “observed” in the following, nonexclusive ways:

- a. Formal observations that include a pre-observation meeting, an observation, and a post-observation meeting.
 - b. Informal or drop-in observations that may include a post-observation meeting/communication or walk through protocol (see observation forms for an example).
 - c. Observations of the performance of the employee in any other area of job responsibility.
 - d. Meeting(s) with the employee for the purpose of discussing past, present, or future assignments, activities, or performance.
7. Administrators will measure the classified staff member by utilizing the scoring rubric with data gathered throughout the evaluation process. A classified employee may not have evidence of each standard to achieve a score in that domain area, rather it is a preponderance of evidence in the area that will obtain the employee the overall score.
8. For employees in an evaluation year, a Summative Evaluation Meeting will be scheduled with the employee to discuss the results of the evaluation. All evaluations will be in writing, on forms provided by the District. Employees will receive a copy of their written evaluations. Should an employee disagree with the evaluation, they may attach a written response that will be included in the evaluation file.
9. Employees who are not in an evaluation year may have a year-end conference with their supervisor.
10. When an employee has violated a rule or engaged in conduct meriting disciplinary action, the District may impose discipline on the employee which it deems proper, following a fair investigation and so long as the penalty imposed is as consistent with those in other like cases as possible.
11. Since a program of assistance for improvement is a form of intensive evaluation, any evaluation requirement set forth above is satisfied by the implementation of a program of assistance for improvement.
12. If the District determines that continuation of an employee's performance deficiency or problem could result in a dismissal. Notice of such concern will be given to the employee in a timely manner.

Professional Growth/Evaluation Timeline

When	What	Who	Actions/Tools/Forms
September	Fall Self-Assessment Completion	Staff	<ul style="list-style-type: none"> • Complete Self-Assessment Rubric • Complete Guided Questions Form • Based on the above, develop Professional Growth Plan Draft
September- November	Professional Growth Plan Meeting	Admin and Staff	Review: <ul style="list-style-type: none"> • Self-Assessment Rubric • Guided Questions • Professional Growth Plan Draft • Finalize the Professional Growth Plan • Finalize minimum of: <ul style="list-style-type: none"> - One Professional Growth Goal - One core job function/skills and abilities related goal
Between December and February May be combined with Pre-Observation meeting.	Mid-Year Professional Growth Meeting	Admin and Staff	<ul style="list-style-type: none"> • Review progress on goals • Discuss additional support needed to meet goals
October - May	Conduct Observations	Admin and Staff	<ul style="list-style-type: none"> • Formal observations • Informal observations
Prior to the end of the year	Summative Professional Growth Meeting	Admin and Staff	<ul style="list-style-type: none"> • Review completed written Summative Evaluation. • Discuss potential goals for fall

SCESD Classified Staff Self-Assessment and Self-Reflection Process

Research has clearly demonstrated that self-reflection on practice improves the skills of professionals. Reflection that is both systematic and analytic is highly productive. In the early days of the 20th century John Dewey stated:

We learn not from our experience, but from our thinking about that experience. It is the thinking that matters.

The most appropriate first step of an effective evaluation system is self-reflection. In preparation for goal setting, individuals reflect on and assess their practice and analyze their professional learning, along with the growth of the students with whom they work (if applicable).

As a result of our understanding of the critical role systematic self-assessment plays in professional growth, SCESD has incorporated self-assessment as an important first step in our annual classified staff evaluation and professional growth process.

STEP 1: FALL SELF-ASSESSMENT

The SCESD Classified Staff Self-Assessment process will be:

- Based on staff reviewing the Self-Assessment Guiding Questions and completing the Self-Assessment Rubric for their discipline
- Completed by all staff annually in the Fall
- Shared with the supervisor
- Used for the purpose of goal setting and designing a professional development growth plan.

STEP 2: ONGOING SELF-ANALYSIS OF PERFORMANCE AND GROWTH

Self-analysis and reflection is an ongoing process and may include:

- Engaging in professional growth opportunities
- Reviewing the progress of students
- Reviewing progress toward accomplishing your goals
- Peer coaching and feedback
- Videotaping

STEP 3: SPRING ANNUAL REFLECTION REVIEW

- Complete the Self-Reflection form
- Share with supervisor prior to the end of year Professional Growth meeting/conference.

SCESD Goal Setting and Professional Growth Plan Guidance

The Professional Growth Plan is a self-directed, supervision model. It is based on the individual's reflection of their professional effectiveness and the personal desire to become more effective. Professional Growth Plans provide a structure, through which staff may grow professionally, encouraging individuals and collaborative groups to take on professional challenges in a non-judgmental, self-directed environment.

For classified staff not proficient in all domains and components, the performance goals of their Professional Growth Plan will reflect more supervisory input and may be limited in scope or narrowly focused to address developmental needs of the classified staff member.

Developing and Completing a Professional Growth Plan

STEP 1

- Complete the Self-Assessment Rubric

STEP 2

Identify proposed professional growth goals based on:

- Self-assessment of domains, components (and program competencies if applicable)
- Recommendations from previous summative assessment
- Development of new skills
- District and/or programs goals

STEP 3

Meet with supervisor to review and finalize your Individual Professional Growth Plan including:

- Finalize minimum of:
 - One core job function/skills and abilities-related goal
 - One professional growth-related goal
- Determine the timeline for your plan
- Determine a logical time frame for each step of your plan

STEP 4

- Work through your plan, making revisions as necessary
- Carry out your plan
- As you become aware of additional resources and/or activities, revise your plan to include these and discuss with your administrator

STEP 5

- Complete the End of Year Self-Reflection Form
 - When a plan is not completed or an activity is not successful, professional growth may still occur if you choose to reflect and be realistic in your reflection
 - Ultimately, the purpose of a Professional Growth Plan is learning, not completing a plan

STEP 6

- Summative Professional Growth Meeting with Administration

SCESD Classified Rubric – Direct Personnel

Domain 1: Core Job Functions

Core Job Functions	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>1A: Carries out instruction/daily living activities as directed by the teacher.</p>	<p>Articulates, implements and differentiates assigned students accommodations based on setting and student needs.</p> <p>Carries out and supports in the planning of the instructional programs identified by the teacher.</p>	<p>Carries out the instructional programs as identified by the teacher.</p> <p>Can articulate assigned students goals and can implement individualized accommodation based on setting and/or adapt to others.</p> <p>Has knowledge of and completes a variety of daily living/hygiene tasks as trained and maintains dignity/respect for the student at all times.</p>	<p>Follows general classroom accommodations. Does not articulate or apply accommodations concept to other or varied settings.</p> <p>Needs assistance with consistently following instructional programs as identified by the teacher.</p> <p>Understands that student has goals/accommodations. However, the employee requires support to implement them in all settings and/or implements them inconsistently.</p> <p>Has limited knowledge of the number of daily living /hygiene tasks and completes/is trained in a limited number of tasks. Lapses in providing dignity/respect for the student occurs at times.</p>	<p>Makes minimal attempt to learn or understand the learning process, assigned students accommodations and/or refuses to follow articulated accommodations.</p> <p>Does not follow instructional programs as identified by the teacher.</p> <p>Does not know the student goals/accommodations and requires guided support from the teacher to implement in a variety of settings.</p>
<p>1B: Helps implement behavior program as directed by the teacher.</p>	<p>In addition to being proficient, applies effective emotional/behavioral intervention strategies based on needs of student, environment and/or situation.</p>	<p>Demonstrates and implements a variety of approaches to behavioral intervention and to preserve the emotional needs of students.</p> <p>Consistently communicates with teachers and case managers on relevant student issues.</p>	<p>Displays limited understanding of the emotional/behavioral needs of students and/or shows limited ability to utilize intervention strategies.</p>	<p>Demonstrates inappropriate behavior (Gets into power struggles, raises voice, utilizes sarcasm, etc.).</p>

Core Job Functions	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>1C: Keeps data as prescribed by the teacher.</p>	<p>Consistently collects data on learner activity as directed by the teacher.</p> <p>Is able to use the collected data to inform the teacher when adjustments to the instruction are needed.</p> <p>Supports the teacher in determining next steps.</p>	<p>Consistently collects data on learner activity as directed by the teacher.</p> <p>Is able to use the collected data to inform the teacher when adjustments to the instruction are needed.</p>	<p>Usually collects data on learner activities as directed by the teacher.</p> <p>Data is complete and the employee understands its use in designing instruction.</p>	<p>Infrequently collects data on learner activity as directed by the teacher.</p> <p>Data is incomplete and does not demonstrate the understanding of the use of the data.</p>
<p>1D: Uses a variety of teaching strategies and programs as appropriate to meet specific student needs.</p>	<p>Gets students highly involved in focused work in which they are active learners and problem solvers.</p> <p>Exhibits a high level of skill regarding a variety of approaches to student learning. Consistently seeks out new skills and approaches to instruction to meet individual student needs.</p>	<p>Encourages students to actively think about, discuss and use the skills being taught. Skilled at using open ended questions to create independence. Provides appropriate reinforcement to students.</p> <p>Demonstrates the use of a variety of approaches to instruction based on student learning style and disability.</p>	<p>Minimal results are obtained when attempting to engage students in learning.</p> <p>Demonstrates a limited number of strategies and approaches to instruction; does not vary instructional practices based on individual need.</p>	<p>Makes minimal attempts to engage student as an active learner; does not encourage independence.</p> <p>Does not understand the material or approaches to instruction based on individual need.</p>

SCESD Classified Rubric – Direct Personnel

Domain 2: Skills and Abilities

Skills and Abilities	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>2A: Working job knowledge and application.</p>	<p>In addition to demonstrating effective performance, the employee is continually looking for new methods, procedures, techniques and equipment which will not only enhance their own job performance but the performance of colleagues as well.</p> <p>Fully understands job responsibilities and the relationship to other functions of the organization and impact on others.</p>	<p>The employee consistently demonstrates the knowledge of and/or the ability to apply the methods, procedures, policies, techniques and equipment necessary to effectively perform job responsibilities.</p> <p>Performs job responsibilities independently.</p>	<p>The employee inconsistently demonstrates the knowledge of and/or the ability to apply the methods, procedures, policies, techniques and equipment necessary to effectively perform job responsibilities.</p> <p>Demonstrates basic skills to perform job duties as assigned with ongoing supervision/guidance.</p>	<p>The employee does not demonstrate the knowledge of and/or the ability to apply the methods, procedures, policies, techniques and equipment necessary to effectively perform job responsibilities.</p> <p>Does not demonstrate sufficient skills to perform job responsibilities as assigned.</p>
<p>2B: Work quality; motivation, planning and organization.</p>	<p>In addition to consistently working in a manner that is accurate, neat, thorough, efficient and cost effective, the employee actively seeks and applies innovative approaches which will improve and/or enhance their work beyond the norm.</p> <p>In addition to consistently using available work time to accomplish assigned task(s), the employee seeks additional work and/or assists others with their assignments when time is available.</p> <p>In addition to consistently managing time and/or prioritizing tasks to the degree necessary, the employee anticipates adjustments which might be required and then seamlessly makes the adjustment if necessary.</p>	<p>The employee consistently works in a manner that is accurate, neat, thorough, efficient and cost-effective. Verbal and written communication achieves its intended purpose.</p> <p>The employee consistently uses available work time to accomplish assigned task(s).</p> <p>The employee consistently manages time and/or prioritizes tasks to the degree necessary to effectively respond to reasonable job demands and deadlines.</p>	<p>The employee inconsistently works in a manner that is accurate, neat, thorough, efficient and cost-effective. Verbal and written communication is sometimes ineffective.</p> <p>The employee inconsistently uses available work time to accomplish assigned task(s).</p> <p>The employee inconsistently manages time and/or prioritizes tasks to the degree necessary to effectively respond to reasonable job demands and deadlines.</p>	<p>The employee’s work is rarely accurate, neat, thorough, efficient and cost-effective. Both verbal and written communication is ineffective.</p> <p>The employee fails to use available work time to accomplish assigned task(s).</p> <p>The employee is unable to manage time and/or prioritize task to the degree necessary to effectively respond to reasonable job demands and deadlines.</p>

Skills and Abilities	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>2C: Preparation and maintenance of material and workspace.</p>	<p>Materials are prepared and ready ahead of deadline when feasible.</p> <p>Takes initiative to prepare materials.</p> <p>Workspace is organized in a manner that that would allow for an unfamiliar adult to step into the environment and continue the work.</p> <p>Employee works independently and provides updates and feedback on tasks throughout a project.</p>	<p>Materials are prepared and ready by the deadline when feasible.</p> <p>Assists with the preparation and coordination of materials.</p> <p>Workspace is organized in a manner that supports productivity.</p> <p>Employee requires occasional check in to monitor task completion.</p>	<p>Material is frequently not prepared by the deadline.</p> <p>Inconsistently meets deadlines.</p> <p>Workspace is frequently not organized and does not support productivity.</p> <p>Employee requires moderate supervision to complete tasks.</p>	<p>Materials are rarely ready.</p> <p>Frequently misses deadlines.</p> <p>Workspace is not organized and does not support productivity.</p> <p>Employee requires constant supervision to complete tasks.</p>
<p>2D: Knowledge and application of tools, systems and procedures.</p>	<p>Consistently retains and seeks new information related to the task independently.</p> <p>Effectively utilizes work tools and systems.</p> <p>Exhibits working knowledge of and contributes to the development and enhancement of policies and procedures.</p>	<p>Consistently retains information and implements with minimal guidance.</p> <p>Exhibits working knowledge of policy and procedures and consistently follows them.</p> <p>Utilizes work tools and systems and applies them appropriately.</p>	<p>Inconsistent retention of information.</p> <p>Demonstrates basic understanding of work tools and systems and may require intermittent supervision.</p> <p>Applies basic understanding of policies and procedures inconsistently.</p>	<p>Does not retain information or processes. Asks the same questions repeatedly.</p> <p>Needs continual guidance/supervision to utilize work tools and systems.</p> <p>Does not comply with policies and procedures.</p>

SCESD Classified Rubric – Direct Personnel

Domain 3A: Professionalism-Interpersonal

Professional-Interpersonal	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>3A: Works harmoniously with other employees and deals tactfully with the public.</p>	<p>In addition to effectively meeting this standard, the employee, through their actions, openly seeks to build and support a spirit of enthusiasm, harmony and caring.</p> <p>Understands and proactively exhibits sensitivity to the values, culture and limitations of others. Is able to apply and share this knowledge effectively.</p> <p>Communication is efficient, effective, accurate and collaborative.</p> <p>Rarely engages in non-productive dialog with others as designated by work flow.</p> <p>Exhibits a considerate, positive attitude; encourages others to engage in these behaviors.</p> <p>Interactions are very respectful, reflecting a genuine concern towards individuals.</p>	<p>The employee is an active, positive and contributing member of the team and is cognizant of how their behavior impacts others.</p> <p>Allows for and respects cultures, values and limitations of others.</p> <p>Communication is efficient, effective and accurate.</p> <p>Consistently exhibits a positive and collaborative attitude, is considerate and models these behaviors with students and staff.</p> <p>Rarely engages in non-productive dialog with others as designated by work flow.</p> <p>Interactions reflect respectful and professional demeanor. These interactions are consistent and appropriate.</p>	<p>The employee inconsistently performs as an active, positive and contributing member of the team and does not understand how their inconsistent behavior impacts others.</p> <p>Is insensitive to other cultures, values and limitations at times.</p> <p>Accurate and effective communication is inconsistent.</p> <p>A positive attitude, consideration for others and appropriate behavior modeling for students and staff is inconsistent.</p> <p>Frequently engages in non-productive dialog with others as designated by work flow.</p> <p>Inconsistently demonstrates ability to resolve problems or manage difficult situations.</p>	<p>The employee has difficulty functioning in an environment requiring teamwork with other employees and does not demonstrate an understanding of how their behavior impacts others.</p> <p>Is not aware of student/staff cultures, values and limitations.</p> <p>Excessively engages in non-productive dialog with others as designated by work flow.</p> <p>Does not exhibit a positive and collaborative attitude consideration for others.</p> <p>Does not/unwilling to problem solve or manage a difficult/stressful situation.</p>

Professional-Interpersonal	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>3B: Cooperates with the teacher, team members, and administration.</p>	<p>In addition to effectively meeting this standard, the employee frequently volunteers to assume additional responsibilities (committees, task forces, special projects, etc.) when the need arises and/or independently mentors colleagues who are having difficulty making adjustments to change.</p> <p>Seeks feedback to improve knowledge and skills.</p>	<p>The employee consistently adjusts and interacts to new and unfamiliar situations and procedures, demonstrates flexibility, copes with the unexpected and responds objectively to constructive criticism.</p> <p>Consistently responds positively and accepts direction and feedback from supervisor/faculty.</p>	<p>The employee inconsistently adjusts and interacts to new and unfamiliar situations and procedures, demonstrates flexibility, copes with the unexpected, and/or responds objectively to constructive criticism.</p> <p>Inconsistently accepts and responds positively to constructive feedback. Rarely adjusts.</p>	<p>The employee does not adjust and interact to new and unfamiliar situations and procedures, demonstrate flexibility, copes with the unexpected, and/or respond objectively to constructive criticism.</p> <p>Unable/unwilling to accept constructive feedback and implement recommended changes.</p>
<p>3C: Demonstrates qualities of independence and accurate decision making.</p>	<p>The employee's dependability/reliability allows for the occasional assignment of special projects which require a superior ability to make accurate, independent decisions and/or follow directions.</p>	<p>The employee's ability to consistently make accurate, independent decisions and ability to consistently follow directions make it possible to depend and/or rely upon the employee to effectively perform their job.</p>	<p>The employee's occasional inability to make accurate, independent decisions and/or occasional failure to follow directions make it difficult to always depend and/or rely upon the employee to effectively perform their job.</p>	<p>The employee's inability to make accurate, independent decisions, and/or failure to follow directions make it impossible to depend and/or rely upon the employee to effectively perform their job.</p>

SCESD Classified Rubric – Direct Personnel

Domain 3B: Professionalism-Personal

Professional-Personal	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>3A: Maintains regular attendance in order to preserve the continuity of service delivery.</p>	<p>Is always punctual and reliable and is seldom absent. Provides advance notice of absences. Willing to stay late or arrive early as requested.</p>	<p>Reports to work on time and is ready to assume responsibilities. Demonstrates proper notification and use of leave time.</p>	<p>Is inconsistent in attendance and/or is not ready to assume work as scheduled.</p>	<p>Abuses time off benefits and calls in with limited notice and/or lacks required documentation.</p>
<p>3B: Adheres to safety standards.</p>	<p>Proficiency is the highest level a staff member can obtain in this area only.</p>	<p>Wearing clothing approved for the environment/job you are assigned.</p> <p>Keeps work environment clear of any potential safety hazards (i.e. trips, combustible loads, etc.).</p> <p>Reports personal injury incidents using published ESD procedure.</p>	<p>Has lapses in approved clothing for environment/job you are assigned.</p> <p>Partial compliance with keeping work environment clear of any potential safety hazards (i.e. trips, combustible loads, etc.).</p> <p>Lapses in reporting personal injury incidents using ESD published procedures.</p>	<p>Consistently does not wear approved clothing for environment/job you are assigned.</p> <p>Needs consistent reminders to keep work environment clear of any potential safety hazards (i.e. trips, combustible loads, etc.).</p> <p>Does not report personal injury incidents using ESD published procedures.</p>
<p>3C: Compliance with rules, statutes policies and procedures.</p>	<p>In addition to effectively meeting the proficient standard, the employee actively seeks ways to support opportunities to improve compliance with the rules, regulations, statutes, policies, agreements, goals, and procedures.</p>	<p>The employee demonstrates knowledge of and/or compliance with the rules, regulations, statutes, policies, agreements, goals and procedures which directly impact them in the performance of their job and/or as an employee of South Coast ESD.</p>	<p>The employee demonstrates only partial knowledge of and/or compliance with rules, regulations, statutes, policies, agreements, goals and procedures which directly impact them in the performance of their job and/or as an employee of South Coast ESD.</p>	<p>The employee does not demonstrate knowledge of and/or compliance with the rules, regulations, statutes, policies, agreements, goals and procedures which directly impact them in the performance of their job and/or as an employee of South Coast ESD.</p>

Professional-Personal	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>3D: Participates and takes ownership of personal professional growth.</p>	<p>In addition to effectively meeting the proficient standard, the employee seeks opportunities for professional development and/or knowledge and applies it as applicable.</p>	<p>The employee makes a concerted effort to improve either knowledge or skill as it relates to the job and seeks opportunities for training as job responsibilities change.</p> <p>Employee participates in training as required. The employee consistently applies what has been learned.</p>	<p>The employee occasionally attempts to improve either knowledge or skill as it relates to the job. The employee rarely applies new knowledge or skill even when he/she has taken advantage of opportunities to improve.</p>	<p>The employee does not strive to improve either knowledge or skill as it relates to the job nor does he/she willingly accept and apply training. The employee does not apply new knowledge or skill even when he/she has taken advantage of opportunities to improve.</p>

PRE AND POST SELF – ASSESSMENT: DIRECT PERSONNEL

NAME _____

____ PRE ASSESSMENT

____ POST ASSESSMENT

EVALUATOR _____

Carefully reflect on your performance in all three domains. Complete the Self-Assessment by using the Domains of Professional Practice in this handbook. Prepare to discuss your performance in all domains during the goals conference with your administrator.

Key:	E=Exemplary (4)	P=Proficient (3)	B=Basic (2)	DNMS=Does Not Meet Standard (1)
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Domain 1				Core Job Functions
E	P	B	DN MS	
4	3	2	1	
				1a. Carries out instruction/daily living activities as directed by the teacher.
				1b. Helps implement behavior program as directed by the teacher.
				1c. Keeps data as prescribed by the teacher.
				1d. Uses a variety of teaching strategies and programs as appropriate to meet specific student needs.
Comments:				
Domain 2				Skills and Abilities
E	P	B	DN MS	
4	3	2	1	
				2a. Working job knowledge and application.
				2b. Work quality; motivation, planning and organization.
				2c. Preparation and maintenance of material and workspace.
				2d. Knowledge and application of tools, systems and procedures.
Comments:				

Domain 3A				Professionalism - Interpersonal
E	P	B	DN MS	
4	3	2	1	
				3a. Works harmoniously with other employees and deals tactfully with the public.
				3b. Cooperates with the teacher, team members and administration.
				3c. Demonstrates qualities of independence and accurate decision making.
Comments:				
Domain 3B				Professionalism - Personal
E	P	B	DN MS	
4	3	2	1	
				3a. Maintains regular attendance in order to preserve the continuity of service delivery.
				3b. Adheres to safety standards.
				3c. Compliance with rules, statutes and policies and procedures.
				3d. Participates and takes ownership of personal professional growth.
Comments:				

Classified Goals Form – Direct Personnel

___ Professional Goal (Domain 3a and 3b)

___ Core Job Functions/Skills and Abilities

Name: _____

Evaluator: _____

Directions: After completing the self-evaluation, use the results and the corresponding evaluation rubric to write your annual goal.

Goal Statement	Domain Area/Standard	Description of Performance Indicator	Detail the task
			<ul style="list-style-type: none"> • What are you going to do to complete the task? • What observable actions will you take to complete the task? 1. 2. 3. 4.
Why	Outcome		
<ul style="list-style-type: none"> • What needs to improve? • What factors indicated an improvement was needed? 	<ul style="list-style-type: none"> • How do you know the goal is completed? 		

PRE-FORMAL OBSERVATION MEETING – DIRECT PERSONNEL

Employee _____ Date _____

Administrator _____ Observation Date/Time _____

Program _____ Proposed Length of Observation _____

Please provide the following information in preparation for the observation:

1. **Objective(s):** What do you want to accomplish?

2. **Format:** Explain or describe the sequence of activities to accomplish the task.

3. **Assessment:** Explain how you will assess if you met your objective(s).

Data Collection: What do you want observed? Check no more than three options.

<p>Domain 1 Core Job Function</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1a. Carries out instruction/daily living activities as directed by the teacher. <input type="checkbox"/> 1b. Helps implement behavior program as directed by the teacher. <input type="checkbox"/> 1c. Keeps data as prescribed by the teacher. <input type="checkbox"/> 1d. Uses a variety of teaching strategies and programs as appropriate to meet specific student needs. 	<p>Domain 3A Professionalism - Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Works harmoniously with other employees and deals tactfully with the public. <input type="checkbox"/> 3b. Cooperates with the teacher, team members and administration. <input type="checkbox"/> 3c. Demonstrates qualities of independence and accurate decision making.
<p>Comments: Domain 2 Skills and Abilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2a. Working job knowledge and application. <input type="checkbox"/> 2b. Work quality; motivation, planning and organization. <input type="checkbox"/> 2c. Preparation and maintenance of material and workspace. <input type="checkbox"/> 2d. Knowledge and application of tools, systems and procedures. 	<p>Domain 3B Professionalism - Personal</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Maintains regular attendance in order to preserve the continuity of service delivery. <input type="checkbox"/> 3b. Adheres to safety standards. <input type="checkbox"/> 3c. Compliance with rules, statutes and policies and procedures. <input type="checkbox"/> 3d. Participates and takes ownership of personal professional growth.
<p>Notes:</p> 	

This verifies that we have mutually reviewed and agreed upon this plan.

Employee Date

Administrator Date

Option 1: Informal Observation – Direct Personnel

Employee:	Date:
Activity Observed:	
Observation notes:	
Feedback provided to employee via:	

<p>Domain 1 Core Job Function</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1a. Carries out instruction/daily living activities as directed by the teacher. <input type="checkbox"/> 1b. Helps implement behavior program as directed by the teacher. <input type="checkbox"/> 1c. Keeps data as prescribed by the teacher. <input type="checkbox"/> 1d. Uses a variety of teaching strategies and programs as appropriate to meet specific student needs. 	<p>Domain 3A Professionalism - Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Works harmoniously with other employees and deals tactfully with the public. <input type="checkbox"/> 3b. Cooperates with the teacher, team members and administration. <input type="checkbox"/> 3c. Demonstrates qualities of independence and accurate decision making.
<p>Domain 2 Skills and Abilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2a. Working job knowledge and application. <input type="checkbox"/> 2b. Work quality; motivation, planning and organization. <input type="checkbox"/> 2c. Preparation and maintenance of material and workspace. <input type="checkbox"/> 2d. Knowledge and application of tools, systems and procedures. 	<p>Domain 3B Professionalism - Personal</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Maintains regular attendance in order to preserve the continuity of service delivery. <input type="checkbox"/> 3b. Adheres to safety standards. <input type="checkbox"/> 3c. Compliance with rules, statutes and policies and procedures. <input type="checkbox"/> 3d. Participates and takes ownership of personal professional growth.
<p>Comments:</p> <div style="height: 80px;"></div>	

Administrator

Date

Formal Observation Form – Direct Personnel

Employee _____ Program _____

Administrator _____ Observation Date/Time _____

Intended observation focus: _____

Observation/Evidence

<p>Domain 1 Core Job Function</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1a. Carries out instruction/daily living activities as directed by the teacher. <input type="checkbox"/> 1b. Helps implement behavior program as directed by the teacher. <input type="checkbox"/> 1c. Keeps data as prescribed by the teacher. <input type="checkbox"/> 1d. Uses a variety of teaching strategies and programs as appropriate to meet specific student needs. 	<p>Comments:</p>
<p>Domain 2 Skills and Abilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2a. Working job knowledge and application. <input type="checkbox"/> 2b. Work quality; motivation, planning and organization. <input type="checkbox"/> 2c. Preparation and maintenance of material and workspace. <input type="checkbox"/> 2d. Knowledge and application of tools, systems and procedures. 	<p>Comments:</p>
<p>Domain 3A Professionalism - Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Works harmoniously with other employees and deals tactfully with the public. <input type="checkbox"/> 3b. Cooperates with the teacher, team members and administration. <input type="checkbox"/> 3c. Demonstrates qualities of independence and accurate decision making. 	<p>Comments:</p>

Administrator Walk-through – Direct Personnel

Employee:	Date:	Number of Minutes Observed:
Activity Observed:		

Check mark the areas observed in the walk-through and provide feedback on each below.

<p>Domain 1 Core Job Function</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1a. Carries out instruction/daily living activities as directed by the teacher. <input type="checkbox"/> 1b. Helps implement behavior program as directed by the teacher. <input type="checkbox"/> 1c. Keeps data as prescribed by the teacher. <input type="checkbox"/> 1d. Uses a variety of teaching strategies and programs as appropriate to meet specific student needs. 	<p>Domain 3A Professionalism - Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Works harmoniously with other employees and deals tactfully with the public. <input type="checkbox"/> 3b. Cooperates with the teacher, team members and administration. <input type="checkbox"/> 3c. Demonstrates qualities of independence and accurate decision making.
<p>Domain 2 Skills and Abilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2a. Working job knowledge and application. <input type="checkbox"/> 2b. Work quality; motivation, planning and organization. <input type="checkbox"/> 2c. Preparation and maintenance of material and workspace. <input type="checkbox"/> 2d. Knowledge and application of tools, systems and procedures. 	<p>Domain 3B Professionalism - Personal</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Maintains regular attendance in order to preserve the continuity of service delivery. <input type="checkbox"/> 3b. Adheres to safety standards. <input type="checkbox"/> 3c. Compliance with rules, statutes and policies and procedures. <input type="checkbox"/> 3d. Participates and takes ownership of personal professional growth.

Feedback:

Administrator _____

Date _____

SCESD SUMMATIVE EVALUATION – DIRECT PERSONNEL

Staff Member: _____

Program: _____

Administrator: _____

Date: _____

Domain 1 Core Job Function	E 4	P 3	B 2	DN MS 1	N/A 0
1a. Carries out instruction/protocols as designed/instructed.					
1b. Helps implement behavior program as directed by the teacher.					
1c. Keeps data as prescribed by the teacher.					
1d. Uses a variety of teaching strategies and programs as appropriate to meet specific student needs.					
Comments:					

Domain 2 Skills and Abilities	E 4	P 3	B 2	DN MS 1	N/A 0
2a. Working job knowledge and application.					
2b. Work quality; motivation, planning and organization.					
2c. Preparation and maintenance of material and workspace.					
2d. Knowledge and application of tools, systems and procedures.					
Comments:					

Domain 3A Professionalism - Interpersonal	E 4	P 3	B 2	DN MS 1	N/A 0
3a. Works harmoniously with other employees and deals tactfully with the public.					
3b. Cooperates with the teacher, team members and administration.					
3c. Demonstrates qualities of independence and accurate decision making.					
Comments:					

SCESD SUMMATIVE EVALUATION – DIRECT PERSONNEL

Page 2

Domain 3B Professionalism - Personal	E 4	P 3	B 2	DN MS 1	N/A 0
3a. Maintains regular attendance in order to preserve the continuity of service delivery.					
3b. Adheres to safety standards.					
3c. Compliance with rules, statutes and policies and procedures.					
3d. Participates and takes ownership of personal professional growth.					
Comments:					

Employee has attached comments. Yes No

Signature of Employee _____ Date _____

Signature of Administrator _____ Date _____

Copy to: Employee Administrator HR