

Supporting Services Professional Growth System Evaluation Form



Office of Human Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, MD 20855

**MCPS Form 430-90
July 2008**

Name _____ Employee ID # _____ Review Year _____

*Permanent Status Evaluation Scheduled Evaluation Unscheduled Evaluation PAR Follow-UP

Department/School _____ Position _____

*Note: 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.

PART I—CORE COMPETENCIES

Instructions: The core competencies listed below are defined by performance criteria. These performance criteria offer suggestions for how the core competencies may be observed. In the “Examples/Evidence” section, please provide specific examples/evidence of how the employee has demonstrated or not demonstrated that core competency.

Note: The Supporting Services Professional Growth System Handbook, under the Evaluation section, contains the Competencies and Performance Criteria for Supporting Services Employees. Please review the performance criteria and the examples of evidence as they relate to Meets Competency/Does Not Meet Competency. The supervisor completes this evaluation document, which should be signed by the supervisor and employee and put in the employee’s file.

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.
- **Does Not Meet Competency (NMC):** Reflects performance that regularly fails to meet competency performance criteria.

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p>COMMITMENT TO STUDENTS</p> <ul style="list-style-type: none"> • Understands how the job contributes to Success for Every Student • Cares genuinely about the overall learning environment to ensure student success • Acts with the student in mind • Is dedicated to meeting expectations of principals, supervisors, staff, parents, and students • Is dedicated to supporting quality education for students 		<input type="checkbox"/> MC <input type="checkbox"/> NMC
<p>KNOWLEDGE OF JOB</p> <ul style="list-style-type: none"> • General Competencies <ul style="list-style-type: none"> - Understands assigned job duties - Is knowledgeable about current and new practices and methods - Uses appropriate materials, equipment, and resources - Implements and completes work assignments - Learns new skills and procedures - Knows appropriate policies, procedures, and regulations • 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.) 		<input type="checkbox"/> MC <input type="checkbox"/> NMC

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p>PROFESSIONALISM</p> <ul style="list-style-type: none"> • Patient to hear the entire story • Calm under pressure • Timely with information • Positive, reliable, and trustworthy • Responds to all people equitably • Proactive when handling all situations • Possesses the ability to handle all matters in a professional and confidential manner 		<input type="checkbox"/> MC <input type="checkbox"/> NMC
<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Polite and approachable • Able to be a team member/team player • Cares about people • Available and ready to help • Treats people with respect • Acts as a mentor and a student advocate • Attempts to understand other perspectives • Relates well to others 		<input type="checkbox"/> MC <input type="checkbox"/> NMC
<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Understands how to be an active listener • Effective in oral and written skills • Able to communicate well to manage conflict and deal effectively with problem situations • Tactful when handling situations and difficulties with the least possible disruption 		<input type="checkbox"/> MC <input type="checkbox"/> NMC
<p>ORGANIZATION</p> <ul style="list-style-type: none"> • Knows how to get things done in the classroom, school, office, or other work locations • Assists as needed to organize meetings and tasks • Anticipates needs of principals, supervisors, staff, parents, and students • Gets things done in a timely manner • Manages a broad range of activities 		<input type="checkbox"/> MC <input type="checkbox"/> NMC
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Changes routines to fit the needs of the situation • Accesses and uses resources effectively and efficiently • Identifies process improvements • Explores beyond the obvious when solving problems • Asks appropriate questions to clarify a situation • Logical when discussing the pros and cons of situations • Quickly recognizes issues and their implications 		<input type="checkbox"/> MC <input type="checkbox"/> NMC

