Evaluation Form: Supporting Services Professional Growth System



Office of Human Resources and Development (OHRD)
Department of Professional Growth Systems
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

MCPS Form 430-90 January 2018

Negotiated Agreement between SEIU Local 500, CTW, and the Board of Education of Montgomery County

Name	Employee ID #	Date
☐ *Permanent Status Evaluation ☐ Scheduled Evalua	tion ☐ **Off-cycle Evaluation	☐ PAR Follow-UP ☐ ***Interim Evaluation
Department/School	Position	
***An Off-cycle Evaluation can be used: • as a tool to work with underperforming • as a way to call attention to exceptional • following the end of the 90-day special ***An Interim Evaluation is prepared if there is a regularly scheduled performance evaluation. Local 500, CTW, and the Board of Education	e competency performance crite employees to let them know the lly good work evaluation within the Performan a change of supervisor or if emp . (See Article 30, paragraph B2 o	e status of their current performance ace Improvement Process loyees transfer prior to the time for their
Roles and ResponsibilitiesThe evaluator is the direct line supervisor. The revie	ewer is a higher level supervisor,	if one exists. Montgomery County Education

Providing Examples and Evidence

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

Association (MCEA) employees do not write evaluations and are not evaluators or reviewers, but may provide indirect feedback. (See Supporting Services Professional Growth System (SSPGS)—then link to: http://www.montgomeryschoolsmd.org/departments/

Completing the Form

- Evaluator completes all parts of the form. Reviewer reviews and signs the form. No section of the form should be left blank.
- 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 Department of Professional Growth Systems.

Due Dates

- Permanent Status Evaluation: Due no later than six months after the date of hire.
- Scheduled Evaluation:
 - Meets Competency: Submit by the last instructional day for students.

professionalgrowth/supporting/default.aspx Handbook for clarification.)

- Does Not Meet Competency: Submit by first Friday in March.
- Peer Assistance and Review (PAR) Follow-Up: Due one year after completing PAR.

Name		 		_ Emp	oloyee ID	#		Date		
PART I—CORI	E COMPETENCIES									
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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
COMMITMENT TO STUDENTS		
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/ guardians, and students		
Is dedicated to supporting high-quality education for students		□ MC
Is dedicated to the successful achievement/ performance of all groups by supporting the elimination of racial and ethnic inequalities		□ NMC
KNOWLEDGE OF JOB		
General Competencies		
- 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		 □ MC
- Knows appropriate policies, procedures, and regulations		□ NMC
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.)		

Core Competencies/Performance Criteria	Examples/Evidence	Rating
PROFESSIONALISM		□ МС
Patient to hear the entire story		□ NMC
Calm under pressure		
Timely with information		
Positive, dependable, 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		
INTERPERSONAL		□ МС
Polite and approachable		□ NMC
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		

______ Employee ID # ______ Date _____

Name ___

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Core Competencies/Performance Criteria	Examples/Evidence	Rating
 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 		□ MC □ NMC
ORGANIZATION		
 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/guardians, and students Gets things done in a timely manner Manages a broad range of activities 		□ MC □ NMC

Name ______ Employee ID # ______ Date _____

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Core Competencies/Performance Criteria	Examples/Evidence	Rating
PROBLEM SOLVING	• •	□ MC
Changes routines to fit the needs of the situation		□ NMC
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		
ART II—ADDITIONAL COMMENTS		
For example, you might address the past year's record of a	accomplishments, letters of recommendation, and t	raining courses taken

me	Employee ID #	Date
ART III—SUGGESTIONS FOR CONTINUED I	PROFESSIONAL DEVELOPMENT	
ART IV—FINAL RATING		
lease indicate the final rating by checking the ancluded in Parts I, II, and III.	appropriate box below. Evidence and cor	mments to support this rating should be
	es not meet one or more of the core	e competencies
ART V—SIGNATURES		
	, ,	
Signature, Evaluator	/	Printed Name and Job Title, Evaluator
Signature, Reviewer	//	Printed Name and Job Title, Reviewer
		, , , , , , , , , , , , , , , , , , , ,
have participated in this evaluation		
	Signature, Employee	Date