

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 Maxie Driver Employee ID # 123456 Date 2015-16

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

Department/School Shady Grove Transportation Depot Position Bus Operator

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>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 high-quality education for students • Is dedicated to the successful achievement/performance of all groups by supporting the elimination of racial and ethnic inequalities 	<p>Ms. Driver consistently demonstrates her dedication to the students who ride her bus. She greets every student by name as they board the bus in the morning and afternoon (observation 10/09/14). Ms. Driver noticed a particular student seemed regularly upset when boarding the bus in the afternoons. She called the school and reported her concerns to the main office (memo 11/14/14). As a result of her attention to details, student needs are addressed and supported. Ms. Driver is committed to students.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>
<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 <p>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.)</p> 	<p>Ms. Driver operates her bus with care and ensures that she is compliant with state and federal requirements. Her pre-trip book is filled out correctly and mechanical problems are listed clearly for the shop (inspection 5/1/15). She maintains a perfect MVA driving record and was observed obeying all traffic laws (driving record 6/1/15, behind-the-wheel 4/13/15). As a result, students are safe and secure when riding a bus operated by Ms. Driver.</p> <p>Ms. Driver handles student disciplinary issues promptly and appropriately. When students become disorderly on her route, she uses assigned seats to alleviate further problems (incident reports 3/25/15 and 4/9/15). Therefore, all students enjoy a safe and uneventful ride to school.</p> <p>Ms. Driver meets competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>

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, 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 	<p>Ms. Driver struggles with maintaining confidentiality and requires constant reminders regarding her attire. She has regularly shared information regarding a student's disciplinary action with the parent of another student (letter 9/16/13, memo 1/18/13, ROC 8/24/14). Additionally, Ms. Driver discussed personal information about the bus attendant on her route with other bus operators after being instructed by the BRS not to tell anyone (ROC 5/11/15).</p> <p>Ms. Driver continues to wear shirts with inappropriate messages or slogans (ROC 12/13/14, 3/11/15, 9/24/15).</p> <p>Ms. Driver's actions make it difficult for supervisors and coworkers to trust that she will maintain confidentiality.</p> <p>Ms. Driver does not meet competency in Professionalism.</p>	<p><input type="checkbox"/> MC</p> <p><input checked="" type="checkbox"/> NMC</p>
<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 	<p>Ms. Driver relates well with her students. She is patient and respectful when addressing them. When a student new to her route was afraid to get off the bus, Ms. Driver walked the student into the office personally to introduce him to the secretary (ROC 9/13/14).</p> <p>However, Ms. Driver does not show the same courtesy to her coworkers and creates an often a hostile environment. She frequently yelled at bus attendants and has used slang words such as "slacker" in front parents (Memo 10/14/14, ROC 01/12/15, ROC 04/14/15).</p> <p>Ms. Driver has been unwilling to assist her bus attendant on multiple occasions when asked for assistance (Memo 11/18/13, ROC 6/03/15).</p> <p>As a result of Ms. Driver's attitude toward her coworkers, students often spend their ride to school in a stressed environment and coworkers have left their duty day in tears.</p> <p>Ms. Driver does not meet competency.</p>	<p><input type="checkbox"/> MC</p> <p><input checked="" type="checkbox"/> NMC</p>

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<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 	<p>Ms. Driver communicates openly and effectively with students. She provided clear directions to students during an evacuation drill (observation 10/9/14). Ms. Driver's student behavior reports are written with plenty of detail for school administrators to respond with ease (reports 10/13/14, 12/16/14, 3/28/15). Because of Ms. Driver's adequate communication skills, students have clear expectations of how to react and behave on the bus. Ms. Driver meets competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>
<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 	<p>Ms. Driver excels in organizing and maintaining paperwork. Her left/right route sheets are always accurate and completed on time. She keeps her bus clean and well maintained (inspections 10/14/14, 2/16/15, 4/12/15, 6/8/15). She actively participates in all meetings and makes sure to address any concerns on her routes immediately (meeting agenda 8/29/14). Due to her efforts, substitute drivers can easily take over her route when necessary and frequently comment on how clean her bus remains. Ms. Driver meets competency in Organization.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<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 	<p>Ms. Driver is very effective at managing problems with students and school staff, but she continues to struggle with conflict resolution between coworkers. She was repeatedly requested as a driver for Happy Elementary School field trips because teachers knew she could "handle unforeseen problems with ease and care" (email 4/29/15).</p> <p>When Ms. Driver is asked to provide assistance to another driver or to her bus attendant, Ms. Driver often becomes argumentative and makes rude comments about her coworkers' abilities to work without her help (Memo 11/16/14).</p> <p>Ms. Driver has not followed processes for reporting repair needs for her bus, and on multiple occasions, a substitute bus had to be dispatched when her bus broke down (checklist 3/18/13, 10/16/14). In addition, Ms. Driver has given misleading information to her dispatcher regarding route changes (ROC 1/15/15, 3/17/15).</p> <p>Ms. Driver does not meet competency in Problem Solving.</p>	<p><input type="checkbox"/> MC</p> <p><input checked="" 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.)

Ms. Driver role as bus operator is very important to the students she works with. She has shown genuine care toward students and often takes extra care to make students feel valued and special. She has been very good at developing relationships with school staff and parents.

Ms. Driver needs to build her capacity to mend relationships with coworkers. Although she has acted as a peer coach to two new drivers, her relationships deteriorate over time and she becomes unapproachable. In addition, Ms. Driver needs to understand the processes and procedures and follow them consistently.

PART III—SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT

Ms. Driver should take the following courses to build her capacity:

"Dealing with Difficult People"

"Personalities and Communication in the Workplace"

"Workplace Etiquette and Professionalism"

PART IV—FINAL RATING

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

PART V—SIGNATURES

_____/_____/_____
Signature, Evaluator *Date* *Printed Name and Job Title, Evaluator*

_____/_____/_____
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.)