

SSPGS: SAMPLE EVALUATION PARAGRAPHS FOR SUPPORT PROFESSIONALS

Commitment to Students—Paraeducator

Meets Competency

Mr. Wright contributes to the success of all students at Northampton High School. He has developed strong relationships with his students. He makes a concerted effort in the beginning of the school year to learn each of his students' names and interests as quickly as possible. Mr. Wright works with the teachers he supports to modify lessons so that the special education students can access the information and have a sense of accomplishment. Mr. Wright is always moving in the classroom, ensuring that all student questions are answered, and that they are on task (observation report—9/15/XX). Mr. Wright makes himself available during the students' lunch period to meet with students who need academic assistance. Students seek him out to discuss school or personal problems. Several parents have emailed the school to inform the principal about how much Mr. Wright has helped their student (e-mails—11/5/XX and 3/22/XX). Mr. Wright has worked closely this year with three students whose attendance was affecting their ability to be successful. Through meetings, phone calls, and a lot of encouragement, he has been able to assist each student in reducing the number of days they are late or absent (student attendance records). As a result of Mr. Wright's efforts, students in his classes have the support they need to be successful in school. Mr. Wright meets competency in Commitment to Students.

Does Not Meet Competency

Mr. Wright demonstrates a lack of concern regarding the academic and social needs of his students at Northampton High School. He rarely adjusts materials to meet the learning capabilities of his students. The teachers he supports and the staff development teacher have provided Mr. Wright with strategies on how to best do this, but he rarely follows through (Records of Conference—12/12/XX and 4/12/XX). Mr. Wright displays a general lack of interest in his students. For example, he sits most of the time while in class and waits for students to seek him out for help. By winter break, he still did not know the names of most of the students he was supporting (observation report—1/18/XX). Sometimes Mr. Wright is short with students and told one student to "Figure it out yourself. I'm busy." (E-mail from parent—2/2/XX.) Teachers have complained to the administration that Mr. Wright is late coming to their classes or leaves during the lesson and fails to return. Mr. Wright's lack of involvement for students and staff has affected his students' abilities to be successful and created a larger workload for the teachers he was hired to support. Mr. Wright does not meet competency in Commitment to Students.

Knowledge of Job—Media Assistant

Meets competency

Ms. Bookman understands her job duties and is knowledgeable about current and new practices and methods. She is the person who everyone goes to whenever they need materials or have a request to secure the media center for a class. She is extremely resourceful and if a staff member has a need, Ms. Bookman will do whatever it takes to ensure that the need is fulfilled. For instance, when the English content specialist needed pricing of a long list of approved books, Ms. Bookman provided a detailed spreadsheet (2/18/XX), within an hour. The teacher responded, “You are the BEST!” (E-mail—2/19/XX.) Ms. Bookman is also responsible for taking inventory of all books and equipment that is signed out of the library (inventory reports: 20XX, 20XX, and 20XX). Overall, Ms. Bookman goes the extra mile to support the school’s success. As a result of Ms. Bookman’s knowledge of media center processes, staff and students are able to access an orderly library and are provided with excellent customer service. Ms. Bookman meets competency.

Does Not Meet Competency

Ms. Bookman understands her job duties, but does not understand how to implement new practices and methods. Ms. Bookman attended a training on inventory of the library media collection (8/23/XX), but she was resistant to implementing the new procedures she learned. She was unable to properly scan all of the collection and returned materials to the wrong areas on the shelf. The media specialist provided a checklist (10/1/XX) and demonstrated how to properly shelve items after scanning for inventory. She also provided a reference sheet on the Dewey decimal system. Even when scanning small groups of items, Ms. Bookman was unable to effectively replace items on the shelf in the correct location.

Ms. Bookman was trained on the Destiny library software (August 20XX). She is able to successfully check in and out books for students. When a cart of books is required for checkout for a class reference project, Ms. Bookman has been unable to properly check out the books as a group to the teacher. Often books end up missing as a result of Ms. Bookman’s inability to keep track of the books checked out on the cart. The media specialist created a how-to manual with step-by-step instructions regarding the proper handling of research materials. Ms. Bookman was able to successfully check out the materials on 1/23/XX, but did not follow the process on 2/21/XX, 5/16/XX, 8/22/XX, and 10/19/XX.

On 11/21/XX, Ms. Bookman sent out a mass e-mail to all staff regarding books they have checked out. Some staff members received lists with over 100 materials checked out to them, which was not accurate. When Ms. Bookman realized that she made an error on the report, she deleted the

entire media collection (over 120,000 materials) from the database. The central office supervisor had to restore the files to the database.

Because Ms. Bookman does not understand how to properly do her job or the basic fundamentals of handling materials in the library, materials are missing, staff members become upset, and students do not have access to the materials they need in order to be successful.

Ms. Bookman does not meet competency.

Professionalism—Cafeteria Worker

Meets Competency

Ms. Yu is extremely dependable and regularly demonstrates her abilities in treating all people equitably. She arrives to work on time and is ready to begin her job duties. She completes her work efficiently and thoroughly (observations—1/18/XX and 5/4/XX). She regularly takes initiative to help colleagues complete their duties when necessary to make sure that all students are fed each day on time (e-mails—10/10/XX and 3/23/XX). On several occasions Ms. Yu assisted upset students who had no money in their lunch accounts to problem solve their issue and to get them fed without causing them embarrassment (Records of Conference—11/12/XX and 12/16/XX, and 2/10/XX). Ms. Yu also remains calm in high stress situations, which helps coworkers and ensures that the work flow is maintained. As a result of her efforts, both students and staff feel respected and willingly come to her for assistance. Ms. Yu meets competency in Professionalism.

Does Not Meet Competency

Ms. Yu continues to struggle with demonstrating professionalism in the workplace. This is documented by the number of incidences when she has physically struck others with rolling equipment in the kitchen even though she has been frequently cautioned, verbally and in writing, to be careful (Records of Conference—10/12/XX, 11/14/XX, 11/18/XX, 1/8/XX, and 2/7/XX). In the most recent incident on 3/5/XX, she struck another worker with a dolly and injured her. After the accident, she walked away from the injured coworker. She did not notify a supervisor that an accident occurred and/or that the colleague needed assistance. Because of Ms. Yu's careless attitude, coworkers are unsure of her intentions when they are required to interact with her. Ms. Yu needs to follow the guidance and support that has been provided to improve her professionalism while at work because she is not meeting competency at this time.

Interpersonal—Security Assistant

Meets Competency

Ms. Wright treats everyone within the school community with respect and demonstrates a level of commitment and caring when dealing with problems or issues that are brought to her attention.

Ms. Wright recognizes the importance of building relationships with all stakeholders, particularly students. Students see her as a trusted and reliable resource when they are faced with a problem (thank you letters from students—10/8/XX, 12/2/XX, and 5/2/XX).

Ms. Wright has established and maintained positive relationships with all members of the school community. Accordingly, students, teachers, parents, and co-workers see her as responsive and approachable (teacher e-mails—9/16/XX, 10/9/XX, 12/3/XX, and 5/2/XX; parent letters—11/11/XX and 3/2/XX).

Because of her efforts to build relationships within the school community, Ms. Wright has helped create a safer school environment built on respect, collaboration, and trust.

Ms. Wright meets competency.

Does Not Meet Competency

Ms. Wright has difficulty interacting with members of the school community. This has resulted in several instances where others have viewed her as being non-collaborative, and sometimes, threatening.

On two occasions, Ms. Wright addressed students in an unprofessional manner resulting in formal complaints (Records of Conference—11/19/XX and 5/9/XX; student statements—11/18/XX and 5/6/XX; teacher statements—11/18/XX and 5/6/XX). On one occasion, a parent complained that Ms. Wright addressed her in a less than respectful tone (e-mail—12/8/XX). On three different occasions, teachers complained that Ms. Wright responded to their requests for assistance in an “aggressive” or “hostile” manner (Records of Conference—9/21/XX, 2/11/XX, and 5/17/XX).

As a result of Ms. Wright’s failure to communicate and interact with members of the school community in an appropriate and professional manner, the relationship between security and the school community has been damaged, and she is viewed as being unreliable and uncaring.

Ms. Wright does not meet competency.

Communication—Attendance Secretary

Meets Competency

Ms. Johnson communicates effectively in person, on the phone, and through email. She is polite to all office visitors, no matter what the circumstance. Several times she has helped to calm upset students or angry parents (letters of appreciation--9/15/XX, 1/29/XX, and 3/23/XX). She reinforces expectations for students and staff in a calm way that offers support rather than criticism. She is tactful and treats all others in accordance with the tenets of the MCPS Compact of Respect. She consults with colleagues when needed to provide assistance to ensure that accurate information is provided. For example, she regularly meets with the administrative secretary, the administrators, the building service manager, and/or others to ask clarifying questions or confirm information before responding to issues addressed to her. Ms. Johnson was singled out by the PTA for her consistently cheerful and responsive manner (Certificate of Appreciation—4/29/XX). As a result, Ms. Johnson can always be depended upon to offer stakeholders welcoming and helpful assistance. She meets competency in Communication.

Does Not Meet Competency

Ms. Johnson's communication style is frequently inappropriate. She has a tendency to raise her voice towards parents and students who are not fluent in English (Records of Conference—4/18/XX, 10/4/XX, 12/7/XX, and 5/2/XX). Parents have complained that she ignores them when they enter the office (parent e-mail—11/6/XX; parent phone calls—10/28/XX and 2/16/XX). She is often sarcastic, which parents and staff sometimes find offensive and students find confusing (memos to the record—3/25/XX, 11/21/XX, and 1/19/XX). This manner continues despite numerous meetings with supervisors and her participation in MCPS trainings: "Communicating Services across Cultural Lines," "Workplace Etiquette & Professionalism," and "Positive Communication: Managing Conflict." Ms. Johnson's language is not always appropriate for a school setting, though there has been some improvement in this area since discussions with her supervisor (Record of Conference—1/11/XX). Her general tone is unhappy and complaining. As a result, staff and parents report that they try to avoid Ms. Johnson, which negatively impacts the smooth operation of the front office. Ms. Johnson does not meet the competency of Communication.

Organization—Administrative Secretary

Meets Competency

Ms. Perez is well organized and knows how to get things done in the office and throughout the school system. She consistently meets with the principal to ensure the administrator has all necessary items for the day and to prepare for upcoming events (Outlook calendar--September 20XX-April 20XX). She assists multiple administrators and staff members by assembling facts and obtaining information to aide in the response and support of students and parents in emotionally challenging situations (memo regarding student placement—8/20/XX; student bullying incident—1/29/XX). As noted in the internal audit of the Independent Activity Funds, Ms. Perez had clearly labeled and accurately recorded all required documents (letter of acknowledgement for a job well done—5/20/XX). Ms. Perez developed and organized a morning staff routine to ensure timely response to stakeholders' requests (parent newsletter--August 20XX and August 20XX). As a result of Ms. Perez's organizational skill, staff members are able to support stakeholders in an orderly, systematic, and resourceful manner. Ms. Perez meets competency in Organization.

Does Not Meet Competency

Ms. Perez is not organized. She routinely misplaces printed weekly memos containing action items and directives for staff, which result in missed deadlines (Record of Conference—8/10/XX, 2/2/XX, and 5/31/XX). While she has tried to label and organize electronic files used by the main office team, most folders on the server are not labeled in a manner that clearly denote the folder's content (print out of folders on shared drive--June 20XX and January 20XX). When asked to provide information, she typically needs 30 minutes to sort through piles of papers and notebooks on her desk to retrieve the requested information (pictures and corresponding meeting notes--July 20XX, November 20XX, and March 20XX). In two separate situations, Ms. Perez located missing student files within her filing system several months after the students had withdrawn from the school (Record of Conference—9/8/XX and 2/25/XX). Upon review of the school financial monthly reports, several receipts and monthly account history reports were missing (bookkeeper notes--May 20XX, April 20XX, and September 20XX). Due to Ms. Perez's lack of organization, the main office is unable to consistently provide support to staff and students in a timely and systematic manner. Ms. Perez does not meet competency.

Problem Solving—Mechanical Systems Tech Supervisor

Meets Competency

Mr. Woods analyzes problems thoroughly and can be counted on to find solutions in a logical and resourceful manner. He continues to share information with supervisors and coworkers when problem solving in an effort to build capacity within the team (HVAC photos and videos—20XX and 20XX). He has shown his supervisory ability by collaborating with various maintenance staff

to quickly identify and assign the appropriate resources to effectively deal with emergency situations (pipe burst at school causing flood--WOW award—12/20/XX; recognition and thank you e-mail from the plumbing, roofing, and HVAC supervisors—1/5/XX). He uses different strategies as necessary in order to keep the environment safe for students and staff. Mr. Woods' inspection of roof air handlers resulted in the installation of a 3-way valve (work order repair—3/18/XX). Because of Mr. Woods' desire to explore and problem solve beyond the obvious, emergency situations are minimized and school instruction continues without disruption. Mr. Woods meets the core competency of Problem Solving.

Does Not Meet Competency

Mr. Woods does not recognize crucial issues and their implications. He has problems managing a broad range of responsibilities. These include prioritizing school emergencies, organizing meetings to keep staff informed of problems, scheduling meetings with contractors, and processing work orders in a timely fashion (Records of Conference—2/3/XX, 8/5/XX, and 3/1/XX). Additionally, Mr. Woods needs constant reminders to go over backlog work orders with his assistants to ensure problem work orders are addressed (Record of Conference—5/13/XX). Mr. Woods has been counseled on this during regular monthly meetings with his supervisor (August 20XX-May 20XX). As a result of not accessing and using resources effectively and efficiently, problem situations are not dealt with in a timely fashion. Mr. Woods does not meet competency in Problem Solving.