

# 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 Robert Byrd Employee ID # 123456 Date 2015-16

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

Department/School Lovely Elementary School Position Building Service Assistant Manager

**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><b>COMMITMENT TO STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Understands how the job contributes to Success for Every Student</li> <li>• Cares genuinely about the overall learning environment to ensure student success</li> <li>• Acts with the student in mind</li> <li>• Is dedicated to meeting expectations of principals, supervisors, staff, parents, and students</li> <li>• Is dedicated to supporting high-quality education for students</li> <li>• Is dedicated to the successful achievement/performance of all groups by supporting the elimination of racial and ethnic inequalities</li> </ul>	<p>Mr. Byrd's level of commitment to students is evident in his work ethic. He reports to work on time, never departs without permission, and maintains a good attendance record (timesheets 2014). He occasionally needs reminders to maintain some work areas with consistency (meeting notes 5/6/14). As a result of Mr. Byrd's continuous effort to keep the building clean and safe, student achievement is positively impacted. He meets the competency of Commitment to Students.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>
<p><b>KNOWLEDGE OF JOB</b></p> <ul style="list-style-type: none"> <li>• General Competencies                             <ul style="list-style-type: none"> <li>- Understands assigned job duties</li> <li>- Is knowledgeable about current and new practices and methods</li> <li>- Uses appropriate materials, equipment, and resources</li> <li>- Implements and completes work assignments</li> <li>- Learns new skills and procedures</li> <li>- Knows appropriate policies, procedures, and regulations</li> </ul> </li> <li>• 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> </li> </ul>	<p>Mr. Byrd continues to increase his knowledge in the position of building service assistant manager. He often expresses an interest in learning new practices and expanding his knowledge and skills in order to become eligible for future promotions (training certificate 5/26/14). Mr. Byrd is in the process of taking the Advanced Supervisory and Leadership course as well preparing for the building service manager exam (email 6/24/15). Mr. Byrd uses appropriate materials, supplies, and resources to accomplish daily cleaning tasks (observation 10/14/14). However, Mr. Byrd needs to ensure that all equipment is clean and secure in accordance with the work assignments (observation 10/14/14). Overall, Mr. Byrd's ability to understand his job duties enhances the confidence that his workers have in him. Mr. Byrd meets competency.</p>	<p><input checked="" type="checkbox"/> MC <input type="checkbox"/> NMC</p>

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p><b>PROFESSIONALISM</b></p> <ul style="list-style-type: none"> <li>• Patient to hear the entire story</li> <li>• Calm under pressure</li> <li>• Timely with information</li> <li>• Positive, dependable, reliable, and trustworthy</li> <li>• Responds to all people equitably</li> <li>• Proactive when handling all situations</li> <li>• Possesses the ability to handle all matters in a professional and confidential manner</li> </ul>	<p>Mr. Byrd has a difficult time tempering his frustration when presented with requests from staff. He often uses sarcasm, raises his voice and uses his hand signal "leave me alone!" (observation 8/26/14, Memo 1/22/15). Mr. Byrd continues to ignore requests from certain staff members (email 9/14/14, 9/26/14, 10/4/14, 11/16/14). Once Mr. Byrd settles down, he handles matters more professionally. Mr. Byrd needs to focus on being more patient and proactive when dealing with situations regarding staff. Staff are often reluctant to come to him (pre evaluation conference 11/22/14).</p> <p>Mr. Byrd does not always respond to requests for information. When asked for copies of work orders, Mr. Byrd often has to be asked multiple times before the copies are provided (pre evaluation conference 11/22/14). Mr. Byrd has been late in signing off on leave slips for his employees, and often does not return the timesheets to the main office by the deadline (emails 11/29/14, 1/18/15, 3/2/15 and Memo 3/5/15).</p> <p>Because Mr. Byrd is not always professional, staff are often focused on the students.</p> <p>Mr. Byrd does not meet competency in Professionalism.</p>	<p><input type="checkbox"/> MC</p> <p><input checked="" type="checkbox"/> NMC</p>
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Polite and approachable</li> <li>• Able to be a team member/team player</li> <li>• Cares about people</li> <li>• Available and ready to help</li> <li>• Treats people with respect</li> <li>• Acts as a mentor and a student advocate</li> <li>• Attempts to understand other perspectives</li> <li>• Relates well to others</li> </ul>	<p>Mr. Byrd has a hard time working with some stakeholders. Staff members and parents have reported that they are afraid to approach him because of his poor attitude and the response he might give (email 8/29/14). Mr. Byrd does not always make eye contact with others. He often will look the other way and walk away from someone as they approach him (ROC 5/12/14, Memo 9/16/14). During back-to-school night, Mr. Byrd remained in his office while parents and staff were in the building (email 9/18/14).</p> <p>Mr. Byrd has blocked parking spaces in the parking lot to prevent certain employees from parking. He has been instructed multiple times not to block parking spaces (email 8/27/14, 11/14/14, 3/17/15 and ROC 5/2/15).</p> <p>Mr. Byrd should focus on his interpersonal skills to promote team building. Mr. Byrd does not promote relationships of trust and respect.</p> <p>Mr. Byrd 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><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Understands how to be an active listener</li> <li>• Effective in oral and written skills</li> <li>• Able to communicate well to manage conflict and deal effectively with problem situations</li> <li>• Tactful when handling situations and difficulties with the least possible disruption</li> </ul>	<p>Mr. Byrd's lack of communication skills are tied in with his lack of interpersonal skills. He has the ability to communicate efficiently and effectively, but fails to do so. When problems arise between workers, he fails to take the lead in handling situations, telling them to "work it out" (team meeting 10/14/14).</p> <p>Mr. Byrd will often yell out in the hallway toward a worker rather than use the radio (observation 4/12/15 ROC 6/14/15).</p> <p>Mr. Byrd responds to emails from some staff members immediately and often will completely neglect responding to emails from other staff members (conference 6/1/15).</p> <p>Because Mr. Byrd does not communicate effectively and equitably to all stakeholders, many tasks are not addressed.</p> <p>Mr. Byrd does not meet competency.</p>	<p><input type="checkbox"/> MC</p> <p><input checked="" type="checkbox"/> NMC</p>
<p><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>• Knows how to get things done in the classroom, school, office, or other work locations</li> <li>• Assists as needed to organize meetings and tasks</li> <li>• Anticipates needs of principals, supervisors, staff, parents, and students</li> <li>• Gets things done in a timely manner</li> <li>• Manages a broad range of activities</li> </ul>	<p>Mr. Byrd is very organized. He implements duties on a consistent basis, keeps a log pertaining to evening activities, and he follows instructions and schedules as assigned by the building service manager (logs 2014, 2015).</p> <p>Mr. Byrd meets with his workers as needed and keeps the building service manager informed of anything that might need attention prior to the start of the day. Through his efforts, cleaning schedules are maintained. His organizational skills are very thorough.</p> <p>Mr. Byrd meets competency in Organization.</p>	<p><input checked="" type="checkbox"/> MC</p> <p><input type="checkbox"/> NMC</p>

Core Competencies/Performance Criteria	Examples/Evidence	Rating
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>• Changes routines to fit the needs of the situation</li> <li>• Accesses and uses resources effectively and efficiently</li> <li>• Identifies process improvements</li> <li>• Explores beyond the obvious when solving problems</li> <li>• Asks appropriate questions to clarify a situation</li> <li>• Logical when discussing the pros and cons of situations</li> <li>• Quickly recognizes issues and their implications</li> </ul>	<p>Mr. Byrd has had growth in this area, especially dealing with the after school scheduling issues. On occasion, Mr. Byrd has had to rearrange activities in the building due to overbookings. He has been instrumental with regard to helping reduce after hour disturbances on school property (meeting 9/8/14).</p> <p>Mr. Byrd has been proactive in making the rooms ready when ICB makes changes at the last minute (email 9/16/14, 2/18/15).</p> <p>Mr. Byrd needs to continue to work on problem solving with interpersonal situations.</p> <p>Overall, Mr. Byrd excels in problem solving by effectively satisfying the needs of the community when scheduling after-school activities.</p> <p>Mr. Byrd meets competency.</p>	<p><input checked="" type="checkbox"/> MC</p> <p><input 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.)

Mr. Byrd will be receiving a certificate in recognition of his efforts in initiating a mentor after-school program at Lovely Elementary School. He is also in the process of taking courses in Advanced Supervisory Leadership and will be taking the building service manager exam. Mr. Byrd continues to grow in his building service assistant manager position, but needs to focus on being more professional and his communication skills when dealing with all stakeholders. It is expected that this will occur with the guidance from the building service manager.

**PART III—SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT**

Mr. Byrd should take the following courses to build his capacity:

"Personalities and Communication in the Workplace"

"Workplace Etiquette and Professionalism"

Mr. Byrd would benefit from meeting with a representative from Employee Assistance with reference to conflict resolution.

