

Astoria School District 1C



Professional Growth And Evaluation Handbook For Classified Staff

A Comprehensive System of Growth and Evaluation designed to Support
Best Practices in
The Astoria School District

Updated August 2018

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Purpose and Vision for Staff Growth and Evaluation

In Astoria School District, we believe that a classified evaluation system should have two distinct purposes.

- The primary purpose is to explicitly define what we believe to be knowledge, skills, dispositions, and appropriate practices of effectively working with all children.
- The second, is to provide the ongoing feedback and opportunity for reflective practice that will provide professional growth and development to strengthen knowledge, skills, dispositions, and practices in our staff, providing our students with the best experiences possible.

ASD Performance Evaluation Levels

All classified in the Astoria School District will be evaluated annually. Staff will be evaluated individually using the rubric. The Framework uses four domains as the focus of professional growth.

Modeled After Astoria School District's Teaching Rubric	
<p><u>Domain 1: Planning and Organization</u></p> <ul style="list-style-type: none"> • 1a: Prioritizes and organizes tasks effectively • 1b: Completes work within time limits • 1c: Displays initiative 	<p><u>Domain 2: Communication & Interpersonal Skills</u></p> <ul style="list-style-type: none"> • 2a: Understands and follows instructions, and asks questions when needed. • 2b: Responds to requests in a timely manner with complete information • 2c: Collaborates with other adults to complete task and solve problems when appropriate. • 2d: Communicates with children and adults in an open, courteous, tactful, and constructive manner using effective written and verbal communication skills. • 2e: Meets the needs of students • 2f: Student behavior management is appropriate
<p><u>Domain 3: Job Performance</u></p> <ul style="list-style-type: none"> • 3a: Performs job procedures and responsibilities as see in job document. • 3b: Obtains and maintains appropriate licenses, certifications, and/or training. • 3c: Displays neatness, accuracy, and skillfulness • 3d: Demonstrates ownership and task-orientation in work. • 3e: Identifies and uses resources, including equipment and technology specific to the position, efficiently and effectively. • 3f: Keeps appropriate records • 3g: Works independently • 3h: Adapts to changes in job duties 	<p><u>Domain 4: Professionalism</u></p> <ul style="list-style-type: none"> • 4a: Attends work regularly and on time. Complies with district leave policy. • 4b: Exhibits professional demeanor appropriate to position (including dress, grooming, hygiene, and language) • 4c: Exercises discretion and safeguards confidential information • 4d: Makes sound decisions under normal and unfamiliar circumstances. • 4e: Provides direction and/or demonstrates responsibility • 4f: Demonstrates interest in personal professional development. Sets and achieves professional goals. • 4g: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally by developing and maintain professional relationships with colleagues and the public. • 4h: Shares job knowledge and experience to promote department's overall efficiency and productivity • 4i: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.

Each component with each of the 4 domains is broken down into 4 performance indicators. The rubric can be found in **Appendix A** of this document. An example can be found on the following page:

2e: Meets the Needs of Students	Unsatisfactory	Basic	Proficient	Distinguished
	Employee does not help create an accepting environment. Consistently does not support students. Does not exhibit courtesy and patience regularly.	Sometimes creates a warm accepting environment where some students are treated in a pleasant, positive manner. May struggle to treat students impartially. Can struggle to demonstrate courtesy and patience.	Regularly creates a warm accepting environment where all students are treated in a pleasant, positive manner. Students are treated impartially, and employee is aware of student individual needs. Always demonstrates courtesy and patience.	Treats all students in a pleasant, positive manner and helps other staff members to create a warm and accepting environment where all students are treated impartially. Teaches others about demonstrating courtesy and patience.

As a result of the scores on each component and overall domains of (1) Planning & Organization, (2) Communication and Interpersonal Skills, (3) Job Performance, and (4) Professionalism staff will earn an overall summative performance level on their final year-end evaluation.

Performance Levels	Definitions of Performance
Unsatisfactory	The employee's performance does not meet standards. The employee needs significant improvement. Performance is unacceptable. (1 point)
Basic	The employee is developing a basic understanding of the standards, but needs more skill development. The employee requires close supervision and has areas to improve to meet this standard consistently. (2 points)
Proficient	The employee consistently demonstrates this standard as evident through performance. The employee fully meets job requirements and expectations. (3 points)
Distinguished	The employee consistently surpasses and excels at the standards as evident by their work performance. They have superior skills, regularly goes beyond expectations, and is a leader among peers. (4 points)

Domain Weighting

The Astoria School District's evaluation system will include multiple measures to evaluate staff performance and effectiveness on four domains.

Component	Focus Domain	Evidence Used	Weight
Planning and Organization	<u>Domain 1</u>	<ul style="list-style-type: none"> • Informal Observations • Conversations 	25% of TOTAL
Communication and Interpersonal Skills	<u>Domain 2</u>	<ul style="list-style-type: none"> • Informal Observations • Conversations • Personal Interactions 	25% of TOTAL
Job Performance	<u>Domain 3</u>	<ul style="list-style-type: none"> • Informal Observations • Conversations • Ability to meet job description • Record keeping 	25% of TOTAL
Professionalism	<u>Domain 4</u>	<ul style="list-style-type: none"> • Informal Observations • Conversations • Professional Development 	25% of TOTAL

Evaluation and Professional Growth Cycle

Astoria School District Supervision/Evaluation Plans

Evaluation system based upon the ASD teacher evaluation system.

New Hire Staff

Job Description	Go over job description with evaluator within first two weeks of employment. Certify (on Talent-Ed) that you have read and understand your job description.
1 st Evaluation Review	At 30 work days you will receive your first review (on Talent-Ed) with your evaluator.
Self-Evaluation <i>(using rubric in Appendix A)</i>	Before your 2 nd evaluation review (between 80 & 95 days), complete your self-evaluation (on Talent-Ed) prior to 2 nd evaluation.
2 nd Evaluation Review	Between 80 & 95 days of hire. (complete your self-evaluation prior to this meeting).
Write SMART goal (examples in Appendix C)	With the help of evaluator/ on or before 2 nd Evaluation Review (Staff are required to write a SMART goal on an item marked basic (2) or unsatisfactory (1) if they have one or more marked as such)
3 rd End of Year Evaluation Review	Year-End Summative Evaluation <ul style="list-style-type: none"> • 9-11 month employees completed before the last day of school • 12 month employees completed before the last day of June

Current Staff

Job Description	Prior to November 1 st , certify (on Talent-Ed) that you have read and understand your job description
Self-Evaluation <i>(using rubric in Appendix A)</i>	Complete a self-evaluation (On Talent-Ed). This is due by November 1 st .
Write SMART goal (examples in Appendix C)	Write a smart goal, with the help of your evaluator, by November 1 st . (Staff are required to write a SMART goal on an item marked basic (2) or unsatisfactory (1) from the previous year if they have one or more marked as such)
End of Year Evaluation Review	Year-End Summative Evaluation <ul style="list-style-type: none"> • 9-11 month employees completed before the last day of school • 12 month employees completed before the last day of June

All staff in the Astoria School District will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal setting, observation and a written evaluation. The written evaluation will assess staff performance using the following scale:

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice	Implications for Professional Growth
Unsatisfactory	The employee's performance does not meet standards. The employee needs significant improvement. Performance is unacceptable. (1 point)	Required to create a directed SMART goal from this area if you received an unsatisfactory in a previous evaluation.
Basic	The employee is developing a basic understanding of the standards, but needs more skill development. The employee requires close supervision and has areas to improve to meet this standard consistently. (2 points)	May be required to create a directed SMART goal from this area if you received a basic in a previous evaluation.
Proficient	The employee consistently demonstrates this standard as evident through performance. The employee fully meets job requirements and expectations. (3 points)	Collaborative or Collegial Smart Goal created with administrator help.
Distinguished	The employee consistently surpasses and excels at the standards as evident by their work performance. They have superior skills, regularly goes beyond expectations, and is a leader among peers. (4 points)	Collaborative or Collegial Smart Goal created with administrator help.

Setting SMART Goals-See Appendix B for examples for each component

S: Specific & Strategic

M: Measurable

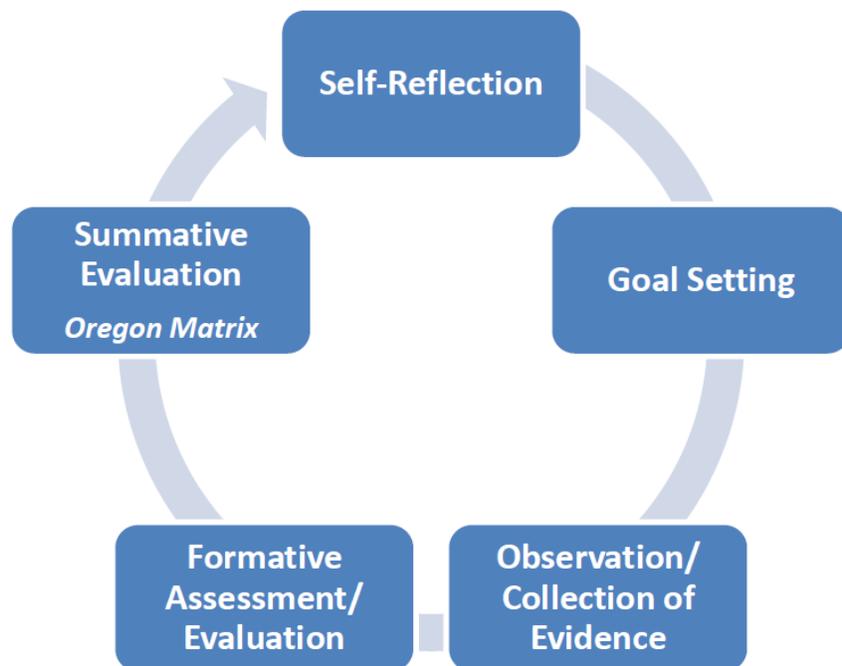
A: Action oriented

R: Rigorous, Realistic, & Results focused

T:Timed & Tracked

Aligned Professional Learning

Teachers, administrators, and staff are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation.



Astoria School District

Standards of Classified Professional Practice, Rubric, and Evaluation Scoring Guide

Astoria Standards of Classified Professional Practice

Domain 1: Planning and Organization
1a: Prioritizes and organizes tasks effectively
1b: Completes work within time limits
1c: Displays initiative
Domain 2: Communication and Interpersonal Skills
2a: Understands and follows instructions, and asks questions when needed.
2b: Responds to requests in a timely manner with complete information
2c: Collaborates with other adults to complete task and solve problems when appropriate.
2d: Communicates with children and adults in an open, courteous, tactful, and constructive manner using effective written and verbal communication skills.
2e: Meets the needs of students
2f: Student behavior management is appropriate
Domain 3: Job Performance
3a: Performs job procedures and responsibilities as see in job document.
3b: Obtains and maintains appropriate licenses, certifications, and/or training.
3c: Displays neatness, accuracy, and skillfulness
3d: Demonstrates ownership and task-orientation in work.
3e: Identifies and uses resources, including equipment and technology specific to the position, efficiently and effectively.
3f: Keeps appropriate records
3g: Works independently
3h: Adapts to changes in job duties
Domain 4: Professionalism (including following district policy and safety procedures)
4a: Attends work regularly and on time. Complies with district leave policy.
4b: Exhibits professional demeanor appropriate to position (including dress, grooming, hygiene, and language)
4c: Exercises discretion and safeguards confidential information
4d: Makes sound decisions under normal and unfamiliar circumstances.
4e: Provides direction and/or demonstrates responsibility
4f: Demonstrates interest in personal professional development. Sets and achieves professional goals.
4g: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally by developing and maintain professional relationships with colleagues and the public.
4h: Shares job knowledge and experience to promote department's overall efficiency and productivity
4i: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.

Classified Evaluation Rubric

Domain 1: Planning & Organization	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
1a: Prioritizes and organizes tasks effectively	Organization skills are unsatisfactory. Procrastination results in a failure to meet work goals. A lack of planning for long-range challenges and opportunities creates crisis.	Occasionally monitors progress or makes adjustments. Requires support in planning and organizing for long-range challenges and in setting work goals and priorities.	Level of organization meets expectations for the position. Regularly monitors progress and adapts as necessary. Regularly anticipates long-range challenges and opportunities when setting work goals and priorities.	Organizes work to a level exceeding expectations and maximizes productivity. Always monitors progress and adapts as necessary. Always anticipates long-range challenges and opportunities when setting work goals and priorities.
1b: Completes work within time limits	Assigned tasks are rarely completed by expected deadlines. Appropriate priorities are not maintained. Structure and organization is lacking.	Occasionally completes assigned tasks in a timely and useful manner. May need support to prioritize and structure day appropriately.	Usually prioritizes tasks and completes work on time. Appropriately prioritizes and structures their day.	Consistently anticipates work needs and completes assigned tasks prior to deadlines. Interim components of the assignment are completed in advance of the projected time frame.
1c: Displays initiative	Work is not completed without close supervision and direction. Tasks other than those directly assigned are either avoided or overlooked.	Completes assigned work with some direction. With supervision and direction the employee is willing to perform other tasks when their assigned work is completed.	Able to accomplish tasks with little or no direction. When assigned work is completed, does other work when asked.	Able to self-monitor and direct. Alert to opportunities to improve methods and skills. When assigned work is completed, takes on additional tasks without waiting to be asked.

Domain 2: Communication and Interpersonal Skills	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2a: Understands and follows instructions, and asks questions when needed.	Instructions are not followed. Attentiveness in communication is lacking and questions are not asked.	Shows some understanding and may follow some instructions. Occasionally listens carefully, may or may not ask questions when needed.	Understands and follows instructions. Listens carefully and asks questions when needed.	Consistently assists others to understand and follow instructions. Checks for understanding and anticipates questions needing answers.
2b: Responds to requests in a timely manner with complete information	Requests are rarely responded to, or the response is incomplete.	Occasionally responds to requests in a timely and complete manner.	Responds to all requests in a timely manner and provides complete information.	Anticipates requests and provides needed information before it's requested.
2c: Collaborates with other adults to complete task and solve problems when appropriate.	There is little to no collaboration, positive support, or encouragement to others.	Only occasionally collaborates with others and provides positive support, but not as often as needed. Struggles to work with some other staff members.	When appropriate, collaborates with others and is helpful to complete tasks and solve problems. Displays positive support of staff, the school and the District's goals. Is able to work with all staff members in a collaborative team.	When appropriate, initiates collaboration with others in order to complete tasks and solve problems. Independently encourages and is helpful to others. Displays positive support of all staff, the school, and the District's goals.
2d: Communicates with children and adults in an open, courteous, tactful, and constructive manner using effective written and verbal communication skills.	Communication lacks more than one of the following qualities: courtesy, tact, or a constructive manner. Lacks a positive attitude at work. Consistently avoids open communication.	Communication lacks one of the following qualities: courtesy, tact, or a constructive manner. Inconsistently displays a positive attitude. Occasionally avoids open communication.	Communicates with courtesy, tact, and a constructive manner to all. Displays a positive attitude regularly. Contributes to open communication.	Communicates with courtesy, tact, and a constructive manner to all, even in the face of adversity. Always displays a positive attitude. Initiates and maintains open communication.

Domain 2: cont. Communication and Interpersonal Skills	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2e: Meets the needs of students	Employee does not help create an accepting environment. Consistently staff does not support students. Does not exhibit courtesy and patience regularly.	Sometimes creates a warm accepting environment where some students are treated in a pleasant, positive manner. May struggle to treat students impartially. Can struggle to demonstrate courtesy and patience.	Regularly creates a warm accepting environment where all students are treated in a pleasant, positive manner. Students are treated impartially, and employee is aware of student individual needs. Always demonstrates courtesy and patience.	Treats all students in a pleasant, positive manner and helps other staff members to create a warm and accepting environment where all students are treated impartially. Teaches others about demonstrating courtesy and patience.
2f: Student behavior management is appropriate	Redirects students without first seeking to understand inappropriate behavior. Mirrors student frustration at redirection.	Occasionally uses a positive approach with students. Can become frustrated and short with students who do not follow directions easily. May call out student in front of peers.	Regularly uses a positive approach to behavior management including collaborative problem solving or other choice based system. Addresses inappropriate student behavior. Never calls out student in front of peers.	Uses a positive and assertive approach to discipline with every student, making the effort to understand behavior and assist student in understanding their behavior. Also supports other employees in behavior support needs.

Domain 3: Job Performance	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
3a: Performs job procedures and responsibilities as see in job document.	Performance does not exhibit an understanding of assigned work and its relationship to other areas. Considerable assistance is needed to accomplish work assignments.	Occasionally staff member demonstrates understanding of assigned work and its impact on others. Occasionally needs direction to execute assigned work.	Exhibits clear understanding of assigned work and its impact on others. Regularly executes work assignments. When new procedures or processes are introduced, quickly learns them and begins efficient application.	Demonstrates deep understanding of assigned work and its impact on others. Work assignments are always completed on time and to very high standards. Takes initiative in seeking out and completing task without direction. Serves as a reliable resource to others regarding work processes and procedures. Strives to improve processes, procedures and routines.
3b: Obtains and maintains appropriate licenses, certifications, and/or training.	Required licenses, certifications, and training have not been obtained or maintained.	Is in the process of obtaining or maintaining the licenses. Certifications, and training required for the position.	Obtains or maintains all licenses, certifications, and training required for the position.	Obtains and maintains value-added licenses, certifications, and training beyond that which is required for the position.
3c: Displays neatness, accuracy, and skillfulness	Work produced is of unacceptable quality. Work frequently needs to be redone. Work is rarely accurate, neat, or thorough.	Inconsistently produces work that meets quality expectations for neatness and accuracy. Work occasionally needs to be redone. Displays a basic understanding of work quality standards.	Produces work that meets quality expectations for neatness and accuracy. Work rarely needs to be modified. Demonstrates the ability to meet work quality standards.	Consistently produces work of high quality, exceeding expectations for accuracy and detail. Work is completed accurately. Consistently exhibits skill in achieving work quality standards.
3d: Demonstrates ownership and task-orientation in work.	Tasks are not completed. Work is rarely accomplished without close supervision.	Occasionally staff is distracted from task; thereby making it difficult to meet production standards. Often needs reminders to complete assigned tasks. Seldom accomplishes more than assigned work.	Meets production standards expected of the position. Completes assigned tasks. Usually accomplishes more than assigned work.	Consistently exceeds production standards expected of the position. Seeks other tasks when assigned work is completed. Consistently accomplishes more than assigned work.
Domain 3: Job Performance	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4

continued				
3e: Identifies and uses resources, including equipment and technology specific to the position, efficiently and effectively.	Quality of work undermines the efficient achievement of position goals and objectives. Wastes time and supplies. Does not use and/or maintain equipment and supplies efficiently or effectively.	Quality of work is beginning to meet standards but is not done consistently and efficiency is not yet achieved. Occasionally uses technology and supplies to produce work of consistent quality.	Quality of work meets standards for position. Completes tasks with satisfactory efficiency. Proficiently uses technology and supplies to produce quality work.	Quality of work exceeds standards for the position. Completes tasks with exceptional efficiency. Skillfully uses technology and supplies to produce work of exceptional quality.
3f: Keeps appropriate records	Record keeping is usually late and/or incomplete.	Maintains records, but not in a complete or timely manner.	Keeps accurate and timely records as appropriate.	Keeps complete, accurate and timely records as appropriate. Takes responsibility for devising and improving record-keeping systems.
3g: Works independently	Does not work independently.	Occasionally is effective working independently with little direct supervision.	Regularly effective working independently with little direct supervision.	Consistently effective working independently without direct supervision. Also, is self-reliant.
3h: Adapts to changes in job duties	Changes in job duties are met with resistance; suggestions to implement changes in responsibilities, methods, and procedures are ignored. Flexibility is not demonstrated in response to special circumstances.	Occasionally adapts to changes in job duties or accepts suggestions to implement changes in responsibilities methods and procedures. Occasionally demonstrates flexibility in order to accommodate special circumstances.	Readily adapts to changes in job duties. Accepts suggestions and takes steps to implement changes in responsibilities, methods, and procedures, Demonstrates flexibility in order to accommodate special circumstances.	Responds confidently to the demands of work when confronted with change, adversity, and other challenges.

Domain 4: Professionalism	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
4a: Attends work	Absences and/or	Absence and/or	Works within	Attends 100% of

regularly and on time. Complies with district leave policy.	tardiness are frequent and interfere with job performance. Proper notification of absence or lateness is not given. Leave and reporting procedures are not followed.	tardiness may interfere with job performance. Occasionally absent or tardy without proper notification. Inconsistently complies with leave and reporting procedures. Develops a pattern of use with sick leave and/or unpaid personal leaves.	district attendance guidelines. Proper notification of absence or lateness is given. Appropriately and prudently uses leave, adhering to District leave policies.	scheduled work days excluding personal days, professional development, and vacation. Leave and reporting procedures are followed.
4b: Exhibits professional demeanor appropriate to position (including dress, grooming, hygiene, and language)	Lacks appropriate and professional demeanor including dress, grooming, hygiene, and language.	Occasionally exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Models professional demeanor including dress, grooming, hygiene, and language and reminds others to do the same.
4c: Exercises discretion and safeguards confidential information	Discretion is not exercised. Confidential and privileged information fails to be safeguarded.	Occasionally exercises discretion. Unreliably safeguards confidential and privileged information.	Regularly exercises discretion and safeguards confidential and privileged information.	Models discretion and reliably safeguards confidential and privileged information and reminds others to do the same.
4d: Makes sound decisions under normal and unfamiliar circumstances.	A lack of judgement and sound decision-making are frequently apparent.	Occasionally makes sound decisions, anticipates needs, and uses good judgement.	Makes sound and thoughtful decisions, anticipates needs, and uses good judgement. Consults with supervisor in situations not covered by established practices.	Makes sound and thoughtful decisions, anticipates needs, uses good judgment and assists or models for others the use of these skills. Consults with supervisor in situations not covered by established practices and assists others.
4e: Provides direction and/or demonstrates responsibility	Fails to provide direction or demonstrate responsibility.	Sometimes provides direction and/or demonstrates responsibility.	Demonstrates responsibility, following up to ensure success.	Consistently demonstrates responsibility, following up to ensure success. Assists or models for others the use of these skills

Domain 4: Professionalism continued	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
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4f: Demonstrates interest in personal professional development. Sets and achieves professional goals.	Job-growth workshops and/or training opportunities are not taken. Professional goals are not set or not achieved. Does not set SMART goal.	Occasionally participates in job growth workshops and/or training opportunities. Occasionally sets and/or achieves professional goals.	Participates in job-growth workshops and/or training opportunities. Frequently sets and achieves professional goals.	Actively seeks out and participates in job-growth workshops and training opportunities. Consistently sets and achieves professional goals.
4g: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally by developing and maintain professional relationships with colleagues and the public.	Treatment of others is disrespectful, lacks civility, fails to value diversity, and promotes rather than resolves conflict. Professional and public relationships are neither developed nor maintained. Does not display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Inconsistently treats people with respect and civility, does not always value diversity, or resolve conflicts professionally. Inconsistently develops and maintains professional relationships with colleagues and the public. Inconsistently displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Regularly interacts and treats all people with respect and civility, values diversity, and resolves conflicts professionally. Usually develops and maintains professional relationships with colleagues and the public. Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Consistently treats all people with respect and civility, values diversity, and resolves conflicts professionally. Consistently develops and maintains professional relationships with colleagues and the public. Takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.
4h: Shares job knowledge and experience to promote department's overall efficiency and productivity	Job knowledge and experience are not shared with others.	Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Models sharing job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.
4i: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.	Many department or building policies, procedures, work rules, and safety practices are not followed.	Understands most policies, procedures, work rules, and safety practices, but does not routinely follow or understand them without input from supervisor or peer.	Understands and routinely follows policies, procedures, work rules, and safety practices without supervision.	Actively inquires about, comprehends and implements building and department policies, procedures, work rules, and safety practices.

Appendix B

Astoria School District

Scoring Guide, Evaluation Summary, Self-Assessment Form

	SCORE:	
Domain 1: Planning and Organization		
1a: Prioritizes and organizes tasks effectively		
1b: Completes work within time limits		
1c: Displays initiative		
	Domain 1 Avg:	
Domain 2: Communication and Interpersonal Skills		
2a: Understands and follows instructions, and asks questions when needed.		
2b: Responds to requests in a timely manner with complete information		
2c: Collaborates with other adults to complete task and solve problems when appropriate.		
2d: Communicates with children and adults in an open, courteous, tactful, and constructive manner using effective written and verbal communication skills.		
2e: Meets the needs of students		
2f: Student behavior management is appropriate		
	Domain 2 Avg:	
Domain 3: Job Performance		
3a: Performs job procedures and responsibilities as see in job document.		
3b: Obtains and maintains appropriate licenses, certifications, and/or training.		
3c: Displays neatness, accuracy, and skillfulness		
3d: Demonstrates ownership and task-orientation in work.		
3e: Identifies and uses resources, including equipment and technology specific to the position, efficiently and effectively.		
3f: Keeps appropriate records		
3g: Works independently		
3h: Adapts to changes in job duties		
	Domain 3 Avg:	
Domain 4: Professionalism (including following district policy and safety procedures)		
4a: Attends work regularly and on time. Complies with district leave policy.		
4b: Exhibits professional demeanor appropriate to position (including dress, grooming, hygiene, and language)		
4c: Exercises discretion and safeguards confidential information		
4d: Makes sound decisions under normal and unfamiliar circumstances.		
4e: Provides direction and/or demonstrates responsibility		
4f: Demonstrates interest in personal professional development. Sets and achieves professional goals.		
4g: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally by developing and maintain professional relationships with colleagues and the public.		
4h: Shares job knowledge and experience to promote department's overall efficiency and productivity		
4i: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.		
	Domain 4 Avg:	
Final Summative Score (average of four domains):		

Classified Evaluation Summary for _____ Date: _____

Domain Score from Scoring Guide	Score	Average:
1. Planning and Organization		
2. Communication and Interpersonal Skills		
3. Job Performance		
4. Professionalism (including following district policy and safety procedures)		
Average:		

Summary:

Strength(s):

Areas Needing Improvement:

Employee Comments:

Signature: _____

Date: _____

Self Assessment Form

Name: _____ School: _____

Assignment _____ Date: _____

Domain 1: Planning and Organization	U	B	P	E	NA
1a: Prioritizes and organizes tasks effectively					
1b: Completes work within time limits					
1c: Displays initiative					
Comments:					
Domain 2: Communication and Interpersonal Skills	U	B	P	E	NA
2a: Understands and follows instructions, and asks questions when needed.					
2b: Responds to requests in a timely manner with complete information					
2c: Collaborates with other adults to complete task and solve problems when appropriate.					
2d: Communicates with children and adults in an open, courteous, tactful, and constructive manner using effective written and verbal communication skills.					
2e: Meets the needs of students					
2f: Student behavior management is appropriate					
Comments:					
Domain 3: Job Performance	U	B	P	E	NA
3a: Performs job procedures and responsibilities as see in job document.					
3b: Obtains and maintains appropriate licenses, certifications, and/or training.					
3c: Displays neatness, accuracy, and skillfulness					
3d: Demonstrates ownership and task-orientation in work.					
3e: Identifies and uses resources, including equipment and technology specific to the position, efficiently and effectively.					
3f: Keeps appropriate records					
3g: Works independently					
3h: Adapts to changes in job duties					
Comments:					
Domain 4: Professionalism (including following district policy and safety procedures)	U	B	P	E	NA
4a: Attends work regularly and on time. Complies with district leave policy.					
4b: Exhibits professional demeanor appropriate to position (including dress, grooming, hygiene, and language)					
4c: Exercises discretion and safeguards confidential information					
4d: Makes sound decisions under normal and unfamiliar circumstances.					
4e: Provides direction and/or demonstrates responsibility					
4f: Demonstrates interest in personal professional development. Sets and achieves professional goals.					
4g: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally by developing and maintain professional relationships with colleagues and the public.					
4h: Shares job knowledge and experience to promote department's overall efficiency and productivity					
4i: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.					
Comments:					

Appendix C

Astoria School District

SMART goal examples

Domain 1: Planning and Organization	Example SMART goal:
1a: Prioritizes and organizes tasks effectively	With supervisor support I will prioritize work tasks at the beginning of the week and utilize a checklist to complete necessary tasks by the end of the week as measured by weekly check ins with my supervisor.
1b: Completes work within time limits	With supervisor support I will learn and implement effective strategies to complete work within given time limits as measured by weekly check ins.
1c: Displays initiative	With supervisor support I will plan to take initiative on one goal every day and complete this goal in 80% of my opportunities this school year as measured by weekly check ins.
Domain 2: Communication and Interpersonal Skills	Example SMART goal:
2a: Understands and follows instructions, and asks questions when needed.	I will repeat instructions back to my supervisor when given specific directions in order to ensure that I understand the directions throughout this school year on every occasion.
2b: Responds to requests in a timely manner with complete information	Given clear time lines by my supervisor, I will meet time lines in at least 90% of my opportunities this school year as measured by weekly check ins with my supervisor.
2c: Collaborates with other adults to complete task and solve problems when appropriate.	Given clear instructions I will collaborate with colleagues to complete tasks on at least 90% of my opportunities this school year as measured by weekly check ins with my supervisor.
2d: Communicates with children and adults in an open, courteous, tactful, and constructive manner using effective written and verbal communication skills.	I will reflect on one communication per day to ensure that it is open, courteous, tactful and constructive, ensuring I communicate appropriately with others and revisit with my supervisor weekly throughout the school year.
2e: Meets the needs of students	I will reflect on whether I am meeting the needs of my students weekly with supervisor support throughout the school year.
2f: Student behavior management is appropriate	Each time there is a behavior altercation with a student I will recount and consider my position in improving or declining behavior by the student to ensure that I am using a trauma informed care approach with each student as measured by regular check ins throughout the school year.
Domain 3: Job Performance	Example SMART goal:
3a: Performs job procedures and responsibilities as see in job document.	I will regularly complete _____ as in my signed job responsibilities document as seen in weekly check ins with my supervisor.
3b: Obtains and maintains appropriate licenses, certifications, and/or training.	I will maintain my appropriate licensure or certification or training throughout this school year as seen in my personnel file throughout the school year.
3c: Displays neatness, accuracy, and skillfulness	Through weekly check-ins with my supervisor I will show that I display neatness, accuracy and skillfulness in my job this school year.
3d: Demonstrates ownership and task-orientation in work.	Given specific job expectations I will demonstrate task-orientation and ownership In my work throughout the school year as measured by weekly check ins.
3e: Identifies and uses resources, including equipment and technology specific to the position, efficiently and effectively.	I will use necessary resources to complete my job efficiently and effectively as witnessed by my supervisor throughout the school year and reviewed at weekly check ins.
3f: Keeps appropriate records	I will follow directions to keep accurate records for my supervisor throughout the school year as seen in weekly check ins.
3g: Works independently	Given general direction I will complete my work independently without needing constant reminders as witnessed by my supervisor and reviewed at weekly check ins.
3h: Adapts to changes in job duties	Given general direction I will complete my work as my job duties change throughout the school year as witnessed by my supervisor and reviewed at weekly check ins.
Domain 4: Professionalism (including following district policy and	Example SMART goal:

safety procedures)	
4a: Attends work regularly and on time. Complies with district leave policy.	Given specific hours of employment I will attend work regularly and on time as well as comply with district leave policy throughout the school year as reviewed at weekly check ins with my supervisor.
4b: Exhibits professional demeanor appropriate to position (including dress, grooming, hygiene, and language)	My physical appearance and talk (language) will be appropriate throughout this school year as measured by weekly check in's with my supervisor.
4c: Exercises discretion and safeguards confidential information	I will maintain confidentiality throughout the school year as measured by supervisor weekly check ins.
4d: Makes sound decisions under normal and unfamiliar circumstances.	Throughout this school year I will make sound decisions as determined through weekly conversations with my supervisor.
4e: Provides direction and/or demonstrates responsibility	Given weekly check in's with my supervisor I will determine and report how I have provided direction to others or demonstrated responsibility within my job.
4f: Demonstrates interest in personal professional development. Sets and achieves professional goals.	Given professional development opportunities I will make an effort to attend as well as to set and achieve professional goals as measured by reporting on 3 activities in this school year.
4g: Treats all persons with respect and civility, values diversity, and resolves conflicts professionally by developing and maintain professional relationships with colleagues and the public.	Given diversity within the work place of both students and peers I will treat all people with respect and civility, value diversity, and resolve conflict professionally and with the public throughout the school year with the support of my supervisor and measured at weekly check ins.
4h: Shares job knowledge and experience to promote department's overall efficiency and productivity	By June 1 st I will work with other department members once a month for at least thirty minutes during early release in order to improve efficiency in keeping student notes & assignments.
4i: Applies appropriate district, building, and departmental policies, procedures, and work rules, including safety practices.	Throughout this school year I will follow the rules, policy and safety practices as measured by weekly check ins with my supervisor.

Classified Evaluation and Professional Growth SMART Goal for _____

Date: _____

Domain for Goal Area	Component for Goal								
1. Planning and Organization	1a	1b	1c						
2. Communication and Interpersonal Skills	2a	2b	2c	2d	2e	2f			
3. Job Performance	3a	3b	3c	3d	3e	3f	3g	3h	
4. Professionalism (including following district policy and safety procedures)	4a	4b	4c	4d	4e	4f	4g	4h	
	4i								

Rationale for SMART Goal

SMART GOAL

End of Year Reflection

Signature: _____

Date: _____