**PERFORMANCE EVALUATION GUIDELINES**

**FOR**

**CHICAGO PUBLIC SCHOOLS PARAPROFESSIONALS AND NON- CERTIFICATED EDUCATIONAL SUPPORT PERSONNEL**

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**I. BACKGROUND**

During the 2013-14 school year, in collaboration with stakeholders including employees, labor organizations, principals and administrators, CPS created a PSRP/ESP evaluation process to support our core belief that every employee contributes to CPS students’ success. The evaluation plan launched in school year 2014-15 and will be in its 5th year for school year 2018-19. It is designed to do the following:

● value and develop employees through specific, timely, and relevant feedback on ways to sharpen their skills and effectiveness;

● transparently establish a process and set of performance expectations that are experienced as predictable, objective, and fair by employees;

● set aspirational and inspirational goals for employee performance;

● recognize success by helping us identify, celebrate, and retain our most effective employees in every part of CPS; and,

● create personal accountability in each employee for their contribution to CPS’s mission of preparing every CPS student for success in college, career, and life.

**II. OVERVIEW**

**A. Evaluation Schedule and Feedback Process**

In the evaluation process, every employee will have the opportunity for at least four (4) yearly performance-related interactions with an evaluator throughout the year. Evaluators are principals, department heads or their respective designees (which may include Assistant Principals).

The first interaction is an orientation meeting at the beginning of the school year, or over the summer for 52-week employees. At this orientation meeting, the principal, department head or their designees will meet with all ESPs/PSRPs as a group to establish work performance standards and expectations (upload sign-in sheets/handbook receipt).

The second and third interactions occur between November 1st and February 15th in one and/or two ways:

● First, all ESP/PSRP employees will be given an opportunity to submit a self-assessment to the evaluator between November 1st and November 30th.

● Second, the evaluator (principal, department head or their designees) will give an interim evaluation to employees whose performance is less than proficient at that point in the school year. In that instance, the evaluator will provide written feedback to the employee and give him or her an opportunity to meet with their evaluator. This is a private meeting between the evaluator and the employee. The purpose of this meeting is to discuss demonstrated strengths and suggestions for improvement. *If the evaluator does not provide an employee with a mid-year evaluation, the evaluator may not rate the employee unsatisfactory at the end of the year, unless the employee did not start working at the school or unit until after the first semester ended.*

The fourth and final interaction of the year is at the end of the school year (May-June). This meeting is between the evaluator and the employee. The purpose of this meeting is to provide the employee a draft annual, summative evaluation, give feedback to, and hear feedback from the employee. The draft annual summative evaluation may be modified after the meeting and, regardless, should be made final after the meeting with or without modifications.

Principals will not conduct evaluations for all employees in their building but they will have the opportunity to provide input into the evaluation of every employee assigned to their building. With principal input,

● Aramark and Sodexo will evaluate all lunchroom staff and custodians

● Facilities Managers will evaluate all engineers

● The Transportation Department will evaluate all bus aides

● Safety and Security will evaluate security officers placed in schools by Central Office (principals will evaluate locally hired security officers).

**B. Evaluation Rubric**

To make the evaluation system more useful, there is rating scale and an evaluation rubric (Appendix A) that describes performance in each of the 4 performance levels. This rubric should guide employees in better understanding performance expectations and guide evaluators in consistently rating performance levels.

The evaluation system has three performance categories on which employees will be evaluated: Effectiveness, Dependability, and Professionalism. The evaluation system has four performance levels. These performance levels are (1) Unsatisfactory, (2) Developing, (3) Proficient, and (4) Excellent. Employees will receive a rating on a scale of 1-4 for each of the performance categories. The evaluator will include evidence and/or examples for the performance rating, *e.g.* Kronos for attendance.

**C. Performance Factors**

***Effectiveness*** – This addresses the employee’s skill level required for the work and whether that skill is used in completing assigned tasks. This also includes the quality of the work the employee performs, the extent to which it meets expectations, and the extent to which assigned tasks are completed. This factor will make up 50% of the employee’s overall rating.

***Dependability*** – This addresses the extent to which an employee completes tasks and how much supervision they require to do so. This includes being at an assigned work location, at the assigned time and ready to perform tasks. This includes punctuality and attendance, but not FMLA, Short Term Disability (STD), workers compensation, approved benefit days, if applicable, and/or suspension days. This factor will make up 30% of the employee’s overall rating.

***Professionalism*** – This addresses an employee’s demeanor, disposition, and behavior towards colleagues, students, and community members. This includes an employee’s demonstration of self- control and acceptance and implementation of suggestions for improvement. This also includes the manner in which an employee communicates with colleagues, students, and community members. This factor will make up 20% of the employee’s overall rating.

Each employee will be rated on all three categories. Each employee’s performance will be rated based on the critical attributes associated with their job title. The critical attributes are the duties/tasks associated with their job. For example, a school clerk’s critical attributes may include performing payroll functions, while a security officer’s critical attributes may include the ability to diffuse conflicts. The critical attributes for each job title are contained in Appendix C to the Handbook/Guidelines.

**D. Simplified, Aligned Performance Levels and Numeric Rating System**

***Excellent (4 points)*** – Performance that is far superior to the satisfactory standards and expectations established for the job. This rating should be used to recognize exceptional performance.

***Proficient (3 points)*** – Performance that is acceptable to meet the standards established for the job. Most capable and consistent employees will fall into this category.

***Developing (2 points)*** – Performance that is marginal, satisfying only the minimum requirements of the job and needing substantial improvement.

***Unsatisfactory (1 point)*** – Performance that is consistently well below requirements and expectations.

Each of the three evaluation factors will be rated according to one of the four performance levels. These three ratings will be combined, using the designated weighting, to produce a combined, overall score between 1 and 4.

**III. COMPLETING THE EVALUATION AND THE EVALUATION PROCESS**

Performance evaluations should be useful tools for both employees and managers to understand what is expected from employees, to celebrate employee success and efforts, to identify areas for growth and improvement, and to fairly, but directly and clearly, inform employees of their performance level and any potential adverse consequences stemming from a failure to improve.

Evaluations must be based on observations of an employee’s performance that are regular and ongoing. There are no formal or informal “observations.” Based on the patterns observed and evidence gathered, the evaluator should use the rubric (Appendix A) and the appropriate Critical Attributes (Appendix C) or job description to assign a performance level (1, 2, 3, or 4) to each of the three performance factors. Evaluators should assign the numerical rating that best corresponds to their performance level. The numerical rating must be a whole number of 1 (unsatisfactory), 2 (developing), 3 (proficient) or 4 (excellent).

For each factor rated, evaluators must provide evidence/ cite examples to support the rating. Evidence cited should be relevant indicators of the employees’ performance and may include, among other things:

● examples of work performance observed by the evaluators or others,

● indicators of the employee’s impact on the school environment or on students,

● discipline records, and

● empirical data that is indicative of performance (e.g., Kronos records, payroll records, memoranda etc.)

In addition to providing specific feedback, a completed evaluation must be used as a growth and development tool for the employee. The evaluation form (Appendix B) includes space to provide the employee with areas for growth and recommended strategies for development. Strategies for development may include mentoring by other employees, training, reflection, etc.

The annual evaluation form is not complete and final until the employee has had an opportunity to review and, if desired, gives feedback.

**A. The Performance Factors and Their Weights**

**1. Effectiveness (50%)**

The effectiveness factor evaluates the extent to which the employee fulfills the duties and expectations of their job and makes a productive contribution to the school or organization. For all employees, this factor looks at the skill level the employee brings to their work, the quality of their work product, and their ability to complete that work when due. Effectiveness is the most important factor in an employee’s evaluation, counting towards 50% of their overall score.

The evaluation rubric is the base document to be used to assess effectiveness. As effectiveness must be considered in the context of the employee’s assigned job, evaluators must also consult the attached critical attributes or the official job description in assessing performance. For example, the particular skills, the typical work product, and the overall quality expectations will differ between a teacher’s assistant and a school security officer, and an evaluator should consult the critical attributes of each position to appropriately gauge performance against expectations. Effectiveness should be measured against job-specific duties and performance expectations that are clearly communicated to employees at the start of the year, using the critical attributes or job descriptions as a tool in that communication.

The effectiveness rating should be objective and evidence-based. Although the particular evidence will differ across jobs (with some suggested evidence listed as part of the critical attributes in the Appendix), evaluators should cite specific performance examples that tie directly back to the duties and expectations of that job.

**2. Dependability (30%)**

The dependability factor evaluates the extent to which the employee is on task, at their assigned location, and completing satisfactory work with minimal supervision. Attendance and punctuality are considered in the overall evaluation of an employee’s dependability, but are not the sole drivers of this factor. Dependability is the next most important factor in an employee’s evaluation, comprising 30% of their overall evaluation.

The evaluation rubric is the base document that is to be used to assess dependability. Dependability should be considered in the context of the employee’s specific responsibilities. The specific tasks and location expectations of a lunchroom manager will differ from those of a bus aide, for example, but in both cases dependability looks at whether the employee can reliably be expected to be working towards their duties without the need for excessive supervision.

Punctuality is a factor in determining dependability, and tardiness can be appropriately counted against an employee’s dependability rating. Attendance is an element of dependability, but employee benefit time, when properly approved, must not be counted against an employee’s dependability. Personal business days, sick days, Family Medical Leave, Short Term Disability, approved vacation, and other approved benefit time shall not be factored into an employee’s dependability rating. However, a lack of proper notification or, where applicable, a lack of planning for proper coverage of responsibilities can be counted against an employee’s dependability. Finally, evidence of a pattern of benefit time abuse – Fridays, Mondays, paydays, pre-identified special events, etc. – is a significant factor and can lower of a rating to below proficient of an employee who is otherwise on task and on post.[[1]](#footnote-1)

**3. Professionalism (20%)**

This factor evaluates an employee’s ability to maintain a service-oriented approach to the work and to treat all colleagues, students, and community members with respect. This factor focuses on the employee’s consistent courtesy, teamwork, and self-control. Professionalism is the third most important factor in an employee’s evaluation, comprising 20% of their overall rating.

The evaluation rubric is the base document to be used to assess professionalism. Professionalism, like the other evaluation factors, should be considered in the context of the employee’s specific job requirements. Some jobs, such as lunchroom staff, may have additional, specific professionalism requirements, such as a uniform policy. The customer service expectations of a school clerk working the front office may appropriately differ from those of an engineer working mostly behind the scenes, for example. Nonetheless each employee will be expected to maintain a service-orientation in their work.

Professionalism focuses on employee behaviors that contribute to their job duties and the overall mission of the organization. Professionalism is not intended to measure an employee’s likeability, friendliness, or the quality of their relationship with their supervisor.

**B. Calculating the Total Weighted Evaluation Score, Cut Scores and Performance Levels**

The three performance factors are weighted differently to calculate an overall rating. An employee’s effectiveness accounts for 50% of the weighted score, while dependability accounts for 30% and professionalism accounts for 20%. To arrive at a total weighted score, multiply the rating of each category by the weight (expressed as a decimal) and total the resulting products, as indicated in the following example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Factor** | **Score** | **Weight** | **Weighted Score** |
| Effectiveness | 3 | 0.5 | 1.5 |
| Dependability | 3 | 0.3 | 0.9 |
| Professionalism | 4 | 0.2 | 0.8 |
| **Total Weighted Evaluation Score** |  |  | **3.2** |

The total weighted evaluation score will determine the employee’s overall performance level as set forth in the cut score table set forth below. In the example above, the employee’s overall performance level would be “Proficient”.

|  |  |
| --- | --- |
| **Total Weighted Evaluation Score** | **Evaluation Rating** |
| 3.5 - 4.0 | Excellent |
| 2.7 - 3.4 | Proficient |
| 2.0 - 2.6 | Developing |
| 1.0 - 1.9 | Unsatisfactory |

***If the evaluator does not provide an employee with a mid-year evaluation, the evaluator may not rate the employee unsatisfactory at the end of the year (unless the employee did not start working at the school or unit until after the first semester ended). In such cases, a total weighted evaluation score between 1.0 and 1.9 will be given a rating of “Developing.”***

**C. Process - Four Performance Interaction Opportunities Annually**

**1. Start of Year Orientation**

The purpose of the start of year orientation is to ensure that every employee being evaluated understands the factors by which they will be evaluated, the particular expectations for their job title, the process for conducting evaluations and providing feedback, and who will conduct the evaluation.

***When: Within 30 Days of the Start of the Evaluation Period***

The orientation should take place within 30 calendar days of the start of the work year. For 52-week employees, the orientation would occur during July or August. For school-based, 10-month employees, the orientation should occur within 30 days of the date employees report back for the school year. Ideally, the orientation should occur during an in-service day before students arrive. For employees who are hired or who transfer to a school or department after the group orientation, the principal, assistant principal or department manager should provide an in-person orientation as soon as possible after the hire or transfer. As a rule of thumb, providing the orientation within 10 school days of hire or transfer is the best practice.

***Who: Conducted by Management for All Employees Being Evaluated***

All ESPs/ PSRPs shall be invited to and should attend a pre-scheduled evaluation orientation conducted by their evaluator or a member of the management team. For school-based sessions, the orientation may be conducted with all employees or may be conducted as a series of sessions for different job titles/ bargaining units.

The orientation shall be conducted by a member of the management team who has a clear understanding of the evaluation standards and process and who can articulate the particular expectations and standards for individual job titles/ bargaining units. Ideally, this is an individual or team who will be responsible for conducting evaluations. In schools, the Principal and/or Assistant Principal(s) should conduct the orientation, with assistance from Aramark or Sodexo for custodians and lunchroom staff.

***What: The Process, the Timing, the Standards, and the Scoring***

The content of the orientation should focus on 1) stating who will conduct evaluations; 2) briefing staff on the overall evaluation criteria, rating scale, and evaluation rubric; 3) explaining the critical attributes/ expectations of different job titles and clarifying how these will be used in conjunction with the rubric; 4) explaining the process for and role of the mid-year feedback opportunity; and 5) an explanation of the cut scores for the summative rating and how final ratings will be calculated. At a minimum, employees should conclude the orientation with an understanding of, and a copy in hand, of the evaluation tool.

***How: In Person, Pre-Scheduled Group Orientation***

At the start of the year Employees should attend an in-person, group orientation that covers at least the required content with time factored in for questions and clarifications. At a minimum, employees should receive a hard copy of the evaluation tool. Principals or Assistant Principals or department managers should provide an in-person orientation to employees who are hired or who transfer to their schools/departments as soon as possible (best practice is no later than ten days) after the employee’s start date.

***Why: Transparency & Productivity***

The purpose of the start of year orientation is to give every employee an understanding of the performance standards for their work so that that they have an opportunity to meet or exceed those standards. Moreover, by establishing an understood set of expectations at the outset, evaluation feedback can better focus on identifying strengths to build upon and opportunities for growth. Finally, the orientation period provides the overview of the standards and process necessary for employees to conduct a self-assessment as part of the mid-year feedback process.

**2. Mid-Year Self-Assessments**

The purpose of mid-year self-assessments is to give all employees an opportunity to tell their evaluator how they see their own performance and to give evaluators an opportunity to correct employee misimpressions of their performance. Mid-year self-assessments are entirely voluntary; employees will not be required to submit them. But if employees do submit them, their evaluator will review the self- assessment and, if the employee is performing at less than a proficient level, the evaluator must provide mid-year feedback to the employee on the mid-year evaluation in accordance with paragraph 3 below. The evaluator is encouraged to provide feedback to employees at the mid-year who are performing at a proficient level or better.

***When: November 1st to 30th (Employees)/December 1st to February 15th (Evaluators)***

Employees must submit their self-assessment between November 1st and November 30th. The evaluator’s feedback and/or mid-year evaluation (see below) is due between December 15th and February 15th. Note that if a mid-year evaluation is required (see below), no additional feedback is required.

***Who: Employees provide self-assessments/Evaluators provide feedback or mid-year evaluation***

Evaluators will provide written feedback to employees who submit a self-assessment who are performing at less than a proficient level in the form of a mid-year evaluation in accordance with paragraph 3. Evaluators should also provide mid-year feedback to all other employees who submitted a self-assessment in the form of a concurrence or other comments.

***What: Self-assessment and feedback provided on evaluation form.***

The employee self-assessment and/or the evaluator’s feedback will be provided using the attached ESP/PSRP evaluation form. The form should identify a performance level for each of the rating factors, reference examples/ evidence of that performance, and identify strategies for improvement in areas of less than proficient performance.

***How: Comments, no particular form***

The evaluator shall provide written feedback in the form of a concurrence, additional comments, or an alternative assessment to employees who submitted a self-assessment and whose performance is proficient or better. No particular form is required for this feedback but it must be in writing and preserved as a personnel record. Employees who receive feedback will sign off on that feedback acknowledging receipt. The employee acknowledgement does not constitute agreement with the feedback.

***Why: Reflection on performance by employees and evaluators***

This process encourages all employees and their evaluators to reflect on the employee’s performance, to celebrate success, and to identify opportunities for growth.

**3. Mid-Year Evaluations for Employees Whose Performance is Less than Proficient**

Evaluators must give employees who are not performing at a proficient level a mid-year evaluation with feedback and collaboratively identify how they may improve to proficiency during the remainder of the year. The purpose of the mid-year evaluation is to give fair notice to affected employees that they are on track for a less than proficient overall rating and to give them a fair opportunity to become proficient. *Note that an evaluator may not rate an employee unsatisfactory at the end of the school year unless the employee has received a mid-year evaluation of less than proficient, or the employee began employment at or after the mid-year.*

***When: December 1st to February 15th***

The opportunity for mid-year feedback will occur between December 1st and February 15th of each school year. That is the same period that employees may submit self-assessments.

***Who: Evaluators and employees***

Evaluators will provide employees who receive mid-year evaluations in-person feedback, regardless of whether they conducted a self-assessment. All feedback will be provided by the employee’s evaluator.

***What: Evaluator's feedback and effort to develop employees who are struggling***

The mid-year evaluation and the evaluator’s feedback will be provided using the attached ESP/PSRP evaluation form. The form will identify a performance level for each of the rating factors, reference examples/evidence of that performance, and identify strategies for improvement in areas of less than proficient performance.

***How: Written evaluation form and opportunity for face-to-face discussion***

Employees who are on track for a less than proficient overall rating should receive written feedback as well as a scheduled opportunity to discuss the feedback in person. Employees who receive feedback will sign off on that feedback acknowledging receipt. The employee acknowledgement does not constitute agreement with the feedback.

***Why: Transparency to employees, fair notice and fair opportunity for employee to improve***

Employees on track for a less than proficient overall rating should be informed of their performance, counseled on strategies for improving their trajectory, and given time to put those strategies into action before the final evaluation. Employees who engage in the self-assessment process should receive feedback on the accuracy or completeness of that assessment.

**4. Annual Summative Rating**

The purpose of the annual summative rating is to give all employees feedback on their work performance over the current performance period and, where necessary, strategies to improve that performance in the next performance period. All employees will receive a written, summative rating at the end of the school year. Employees rated developing will have an opportunity to discuss their rating and feedback in a meeting with the evaluator and ways to develop to proficiency and, if appropriate, mentoring and/or training opportunities. Employees rated unsatisfactory will be subject to dismissal.

***When: May 1st to June 30th***

The annual summative rating will be issued between May 1st and June 30th (not later than the end of the school year for 10-month employees).

***Who: Evaluators and all school-based PSRP/ESP employees***

Evaluators must issue a summative rating to all ESP employees. For many school-based employees, the final evaluator will be the principal or designee. For a subset of school-based staff, including engineers, custodians, and lunchroom staff, evaluations will be conducted by that employee’s supervisor with input from the principal or designee.

***What: Summative Rating and Associated Feedback***

The summative rating and associated feedback will be provided using the attached ESP/PSRP evaluation form. The form will identify a performance level for each of the rating factors, reference examples/evidence of that performance, and identify, where necessary, strategies for improvement.

***How: Draft summative rating with opportunity to discuss, followed by final rating***

All employees will receive a draft written rating with feedback and be given the opportunity to discuss their rating with their evaluator during a designated period. The draft may be modified after the employee provides feedback or it may become final. Employees will sign off on their evaluation acknowledging receipt. The employee acknowledgement does not constitute agreement with the final rating or feedback.

***Why: Recognize performance, develop performance***

The annual summative rating is an opportunity to recognize outstanding performance, provide for constructive interactive feedback, and for the employee to receive feedback regarding their work product over the prior year.

**D. Feedback and Employee Development**

**1. Feedback**

The evaluation process is designed so that employees receive specific feedback on the actions, behaviors, and results that led to their achieving a particular rating in any performance factor. This specific, external feedback will better allow employees to understand their performance and develop internal strategies for maintaining or improving performance.

**2. Development Plans**

Evaluators must provide employees with suggested strategies/development activities for improving performance at the mid-term evaluation and at the final summative evaluation except where the annual evaluation is unsatisfactory. Evaluators should use the evaluation form and the feedback meetings to do so. In particular, employees whose overall performance, or whose performance in any of the three evaluation factors, is less than proficient should receive assistance in creating a development plan.

Where the area for development is behavioral, (e.g., punctuality) the evaluator is responsible for giving feedback and for re-stating or clarifying the expectation and standard of performance. The employee bears primary responsibility for developing and implementing the strategy to address the behavior. Where the area for development is primarily skill-based, the evaluator should take a more active role in working with the employee to draft a development strategy. That strategy could include tactics such as mentoring or coaching by a more experienced employee, central office or network level training, or using online resources such as the CPS Knowledge Center or Lynda.com. The evaluator and employee should then work together to ensure that a portion of designated professional development days are used to implement these strategies.

***Complete the Checklist for ESPs/PSRPs rated developing or unsatisfactory in Appendix C. Keep a copy with the employee’s rating documents.***

**3. Impact of Ratings on Order of Layoff**

Under Board policies, when layoffs in a particular job title occur, the order in which employees are laid off is determined first by performance rating. For specific information regarding how that is determined, please refer to applicable collective bargaining agreements and Board policies.

**4. Other Consequences of an Unsatisfactory Annual Evaluation**

When an employee is rated unsatisfactory at the end of the year, the employee will be referred for dismissal using applicable dismissal procedures for the employee. No employee will have an unsatisfactory annual evaluation unless s/he has received a mid-year evaluation. That requirement ensures that employees who are performing less than proficiently will have an opportunity to demonstrate improvement over a period of at least 60 days.

**IV. CONCLUSION**

The PSRP/ESP evaluation process supports our core belief that every employee contributes to CPS students’ success. The goal is to have a performance evaluation system that ensures that CPS is where the best talent works. It is designed to do the following:

● value and develop employees through specific, timely, and relevant feedback on ways to sharpen their skills and effectiveness;

● transparently establish a process and set of performance expectations that are predictable, objective, and fair for employees;

● set aspirational and inspirational goals for employee performance;

● recognize success by helping us identify, celebrate, and retain our most effective employees in every part of CPS; and,

● create personal accountability in each employee for their contribution to CPS’s mission of preparing every CPS student for success in college, career, and life.

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| **RUBRIC FOR PERFORMANCE LEVELS BY PERFORMANCE FACTOR** | | | |
| **Effectiveness:** Fulfilling the duties required of the job and making a productive contribution to the success of our schools | | | |
| **1. Unsatisfactory** | **2. Basic** | **3. Proficient** | **4. Excellent** |
| ▪ Employee does not have skill level required for the work and  requires intensive training to attain those skills; and/or  ▪ Employee has skills to do the job but consistently does not apply that skill to assigned tasks; and/or  ▪ Quality of work usually does not meet expectations; and/or  ▪ Employee regularly does not complete assigned responsibilities when they are due. | ▪ Employee skill level is not quite  that required for the work but with time and applied effort employee may attain those skills; and/or  ▪ Employee has skills to do the job but that skill is not consistently applied to assigned tasks; and/or  ▪ Quality of work only sometimes meets expectations; and/or  ▪ Employee does not regularly complete assigned responsibilities when they are due. | ▪ Employee skill level meets that required for the work and that skill is consistently employed in completing assigned tasks; and  ▪ Quality of work consistently meets expectations; and  ▪ Employee consistently completes assigned responsibilities when they are due. | ▪ Employee skill level exceeds that required for the work and that skill is uniformly employed in completing assigned tasks; and  ▪ Quality of work uniformly exceeds expectations; and  ▪ Employee uniformly completes assigned responsibilities when or before they are due. |

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| **Dependability:** Reliably on task and on post, completing a satisfactory job, without continual instruction and supervision | | | |
| **1. Unsatisfactory** | **2. Basic** | **3. Proficient** | **4. Excellent** |
| ▪ Requires significant and regular supervision in order to perform assigned tasks; and/or  ▪ Regularly not in place, on time, or prepared to work; and/or  ▪ Frequently late or absent\*, and rarely takes appropriate steps to notify supervisors and ensure adequate coverage; and/or  ▪ Evidence of a pattern of abusive (Fridays, Mondays, holidays, etc.) or irresponsible (on days of special events, due dates etc.) tardiness or absence.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation. | ▪ Requires regular supervision in order to complete assigned tasks; and/or  ▪ Requires regular supervision and coaching to ensure employee is at assigned location, on time and ready; and/or  ▪ Occasionally late or absent\*; inconsistently making appropriate notifications and coordination of work duties.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation. | ▪ Consistently completes assigned tasks with moderate supervision; and  ▪ Consistently at assigned work location, during the assigned time period, prepared to complete duties; and  ▪ Rarely late or absent\*, consistently making appropriate notifications and coordination of work duties.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation. | ▪ Exceptional at completing assigned tasks with minimal supervision; and  ▪ Exceptional in being at assigned work location, during the assigned time period, prepared to complete duties; and  ▪ Exceptionally punctual and present\*, always making appropriate notifications and coordination of work duties.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, sick days, or vacation. |

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| --- | --- | --- | --- |
| **Professionalism:** Maintaining a service-oriented approach to the work that treats all colleagues, students, and community with respect. | | | |
| **1. Unsatisfactory** | **2. Basic** | **3. Proficient** | **4. Excellent** |
| ▪ Regularly lacks tact, courtesy, and a service-orientation in dealings with colleagues, students, and community members; and/or  ▪ Often lacks self-control with colleagues and supervisors and regularly resistant to suggestions for improvement; and/or  ▪ Rarely communicates and coordinates with co-workers in a tactful and effective manner, requiring consistent supervision; and/or  ▪ Indifference to Board and School policies. | ▪ Inconsistently service-oriented, courteous, or supportive in disposition to all colleagues, students, and community members; and/or  ▪ Inconsistently demonstrates self-control with colleagues and supervisors and sometimes resistant to suggestions for improvement; and/ or  ▪ Inconsistently communicates and coordinates with co-workers in a tactful and effective manner, requiring regular supervision; and/or  ▪ Inconsistent compliance with  Board and School policies. | ▪ Consistently service-oriented, courteous, and supportive, in disposition to all colleagues, students, and community members; and  ▪ Consistently demonstrates self-control with colleagues and supervisor and accepts and implements suggestions for improvement; and  ▪ Consistently communicates and coordinates with co-workers, in a tactful and effective manner, with moderate supervision; and  ▪ Consistent compliance with Board and School policies. | ▪ Exceptionally service-oriented, courteous, and supportive in disposition to all colleagues, students, and community members; and  ▪ Demonstrates exceptional self-control with colleagues and supervisors and in accepting & implementing suggestions for improvement; and  ▪ Exceptional in communicating and coordinating with co-workers, in a tactful and effective manner, with minimal supervision; and  ▪ Exceptional compliance with Board and School policies. |

ESP/ PSRP Employee Evaluation

Employee: Review Date:

Position: Department:

Reviewer:

Instructions: Evaluate the employee’s work using the following scale by checking the appropriate box for each standard of performance.

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| **1 – Unsatisfactory**  Performance is consistently well  below requirements and expectations | **2 – Basic**  Performance marginal, satisfies only the minimum requirements of the job and needs significant improvement | **3 – Proficient**  Performance acceptable to meet the standard established for the job | **4 – Excellent**  Performance far superior to the satisfactory standards and expectations established for the job. |

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| **Effectiveness:** Fulfilling the duties required of the job and making a productive contribution to the success of our schools | | | |
| **1. Unsatisfactory** | **2. Basic** | **3. Proficient** | **4. Excellent** |
| ▪ Employee does not have skill level required for the work and  requires intensive training to attain those skills; and/or  ▪ Employee has skills to do the job but consistently does not apply that skill to assigned tasks; and/or  ▪ Quality of work usually does not meet expectations; and/or  ▪ Employee regularly does not complete assigned responsibilities when they are due. | ▪ Employee skill level is not quite  that required for the work but with time and applied effort employee may attain those skills; and/or  ▪ Employee has skills to do the job but that skill is not consistently applied to assigned tasks; and/or  ▪ Quality of work only sometimes meets expectations; and/or  ▪ Employee does not regularly complete assigned responsibilities when they are due. | ▪ Employee skill level meets that required for the work and that skill is consistently employed in completing assigned tasks; and  ▪ Quality of work consistently meets expectations; and  ▪ Employee consistently completes assigned responsibilities when they are due. | ▪ Employee skill level exceeds that required for the work and that skill is uniformly employed in completing assigned tasks; and  ▪ Quality of work uniformly exceeds expectations; and  ▪ Employee uniformly completes assigned responsibilities when or before they are due. |
| **Evidence:** Describe evidence – provide examples – to justify the relevant rating  ∙  ∙  ∙  ∙  ∙ | | | |

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| **Dependability:** Reliably on task and on post, completing a satisfactory job, without continual instruction and supervision | | | |
| **1. Unsatisfactory** | **2. Basic** | **3. Proficient** | **4. Excellent** |
| ▪ Requires significant and regular supervision in order to perform assigned tasks; and/or  ▪ Regularly not in place, on time, or prepared to work; and/or  ▪ Frequently late or absent\*, and rarely takes appropriate steps to notify supervisors and ensure adequate coverage; and/or  ▪ Evidence of a pattern of abusive (Fridays, Mondays, holidays, etc.) or irresponsible (on days of special events, due dates etc.) tardiness or absence.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation. | ▪ Requires regular supervision in order to complete assigned tasks; and/or  ▪ Requires regular supervision and coaching to ensure employee is at assigned location, on time and ready; and/or  ▪ Occasionally late or absent\*; inconsistently making appropriate notifications and coordination of work duties.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation. | ▪ Consistently completes assigned tasks with moderate supervision; and  ▪ Consistently at assigned work location, during the assigned time period, prepared to complete duties; and  ▪ Rarely late or absent,\* consistently making appropriate notifications and coordination of work duties.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation. | ▪ Exceptional at completing assigned tasks with minimal supervision; and  ▪ Exceptional in being at assigned work location, during the assigned time period, prepared to complete duties; and  ▪ Exceptionally punctual and present\*, always making appropriate notifications and coordination of work duties.  \*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, sick days, or vacation. |
| **Evidence:** Describe evidence – provide example – to justify the relevant rating  ∙  ∙  ∙  ∙  ∙ | | | |

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| **Professionalism:** Maintaining a service-oriented approach to the work that treats all colleagues, students, and community with respect. | | | |
| **1. Unsatisfactory** | **2. Basic** | **3. Proficient** | **4. Excellent** |
| ▪ Regularly lacks tact, courtesy, and a service-orientation in dealings with colleagues, students, and community members; and/or  ▪ Often lacks self-control with colleagues and supervisors and regularly resistant to suggestions for improvement; and/or  ▪ Rarely communicates and coordinates with co-workers in a tactful and effective manner, requiring consistent supervision; and/or  ▪ Indifference to Board and School policies. | ▪ Inconsistently service-oriented, courteous, or supportive in disposition to all colleagues, students, and community members; and/or  ▪ Inconsistently demonstrates self- control with colleagues and supervisors and sometimes resistant to suggestions for improvement; and/ or  ▪ Inconsistently communicates and coordinates with co-workers in a tactful and effective manner, requiring regular supervision; and/or  ▪ Inconsistent compliance with Board and School policies. | ▪ Consistently service-oriented, courteous, and supportive, in disposition to all colleagues, students, and community members; and  ▪ Consistently demonstrates self- control with colleagues and supervisor and accepts and implements suggestions for improvement; and  ▪ Consistently communicates and coordinates with co-workers, in a tactful and effective manner, with moderate supervision; and  ▪ Consistent compliance with Board and School policies. | ▪ Exceptionally service-oriented, courteous, and supportive in disposition to all colleagues, students, and community members; AND  ▪ Demonstrates exceptional self- control with colleagues and supervisors and in accepting & implementing suggestions for improvement; AND  ▪ Exceptional in communicating and coordinating with co-workers, in a tactful and effective manner, with minimal supervision; AND  ▪ Exceptional compliance with Board and School policies. |
| **Evidence:** Describe evidence – provide examples – to justify the relevant rating  ∙  ∙  ∙  ∙ | | | |

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| **AREAS OF STRENGTH *(please list at least 3)*** |
| 1.  2.  3. |

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| --- | --- |
| **GOALS AND STRATEGIES FOR NEXT YEAR *(please list at least 2)*** |  |
| **Goal** | **Strategies for meeting goals** |
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| --- | --- | --- | --- |
| **Final Summative Score** | | | |
|  | **Raw Score** | **Weight** | **Weighted Score (= Raw Score x Weight)** |
| **Effectiveness** |  | 50% (.5) |  |
| **Dependability** |  | 30% (.3) |  |
| **Professionalism** |  | 20% (.2) |  |
|  |  | ***Final Combined Score***  ***( =sum of 3 weighted scores)*** |  |
|  |  | ***Final Overall Rating*** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Reviewer Signature Date*

Employee Acknowledgment

*I have reviewed this document and discussed the contents with my manager. My signature means that I have been advised of my performance status and does not indicate that I agree with the evaluation.*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Employee Signature Date*

**ESPs/PSRPS rated Developing or Unsatisfactory - Checklist**

(Please note that this checklist is only required for employees rated developing or unsatisfactory. Please print out, complete, and include with employee’s evaluation file when you upload the documents in PeopleSoft.)

* Employee received orientation on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY).
* Employee received a mid-year evaluation on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY).
* Employee received an opportunity to meet with administration/management to discuss how the employee can improve.
  + Meet was held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY).
  + If no meeting, employee received opportunity to meet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY) (print e-mail where you informed employee of opportunity to meet and keep a copy of the e-mail with employee’s rating documents).
* Employee was provided with support and resources to improve.
  + Employee duties and/or expectations were restated or clarified with employee.
  + A mentor was suggested to employee.
  + It was recommended that employee observe other employees in same job title.
  + Other employees familiar with employee’s work were asked to provide coaching.
  + Employee was provided with professional development opportunities.
    - Employee was directed to web-based resources for training webinars.
    - Employee was directed to attend training with a private or other government organization and was given time to do so.
    - Employee was directed to attend training at Central Office and was given time to do so.
* A follow-up e-mail was sent to employee on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY) summarizing the supports discussed (print e-mail and keep a copy with employee’s rating documents).
* A draft final written rating with feedback was provided to the employee on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY).
* Employee received an opportunity to meet with administration/management to discuss the draft final rating.
  + Meet was held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY).
  + If no meeting, employee received opportunity to meet on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY) (print e-mail where you informed employee of opportunity to meet and keep a copy of the e-mail with employee’s rating documents).
* Employee received final written rating with feedback on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (MM/DD/YYYY).

The following job descriptions and critical attributes are found on the Knowledge Center here: <https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook> .

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| * [Associate Lunchroom Manager II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FAssociate_Lunchroom_Manager_II.pdf&sa=D&sntz=1&usg=AFQjCNHXQ81HMAyOS9Q9wvmOxQCS2M1gqA) * [Associate Lunchroom Manager III](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FAssociate_Lunchroom_Manager_III.pdf&sa=D&sntz=1&usg=AFQjCNHxDrXuCLllmjrM0zuAlaUOylKdiA) * [Bilingual Spec Ed Classroom Assistant](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FBilingual_Special_Education_Classroom_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNHwlpry-NgSZVzJlwl_tCzqMH9oIQ) * [Bilingual Spec Ed Classroom Asst II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FBilingual_Special_Education_Classroom_Assistant_II.pdf&sa=D&sntz=1&usg=AFQjCNFHfcfmIEnADvHNlTBxpzMTZ-diIQ) * [Bus Aide Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Bus%20Aide%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Climate Team Officer Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Climate%20Team%20Officer%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Community Relations Representative I](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FCommunity_Relations_Representative_I.pdf&sa=D&sntz=1&usg=AFQjCNGabSPylnzxtLCiAWkhyRPjBhWnjw) * [Computer Technician](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FComputer_Technician.pdf&sa=D&sntz=1&usg=AFQjCNHwckMxxZlgJNwpjUHQ5P9_jOF2Ww) * [Cook I](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FCook_I.pdf&sa=D&sntz=1&usg=AFQjCNH1tEFURwJXq9KAmMstH3lezOkXdQ) * [Cook II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FCook_II.pdf&sa=D&sntz=1&usg=AFQjCNEfPvUfyohT68X9CDg6lZ1bBDPV9A) * [Cook III](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FCook_III.pdf&sa=D&sntz=1&usg=AFQjCNHb6ZUWsakk-5WjzVSuZf4CIEM2gA) * [Cook Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Cook%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Custodial Worker](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FCustodial_Worker.pdf&sa=D&sntz=1&usg=AFQjCNHWr5DWsSbRLWRPH4aHJTgLeghBSQ) * [Custodian Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Custodian%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Educational Sign Language Interpreter](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FEducational_Sign_Language_Interpreter.pdf&sa=D&sntz=1&usg=AFQjCNG0vsjwkzKpFHBJ0TJ0lTSoGaQkgw) * [Educational Sign Lang Interpreter II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FEducational_Sign_Language_Interpreter_II.pdf&sa=D&sntz=1&usg=AFQjCNGRVWaS5aKOMb_2ZPUjFc_lSeOSUQ) * [Educational Sign Lang Interpreter III](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FEducational_Sign_Language_Interpreter_III.pdf&sa=D&sntz=1&usg=AFQjCNGDCzpWjftzwzBheZAu9u1jl6vWrQ) * [Elementary Lunchroom Manager](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FElementary_Lunchroom_Manager.pdf&sa=D&sntz=1&usg=AFQjCNE3vmdvxyWcwimeF50sATXIO1nrXg) * [Factor Custodian Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Factor%20Custodian%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Guidance Counselor Aide](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FGuidance_Counselor_Aide.pdf&sa=D&sntz=1&usg=AFQjCNE2mi2pNyLGrrZI-mZPDABOIdvhzg) * [Guidance Cousnlr Aide Crit Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Guidance%20Counselor%20Aide%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) | * [Head Start Ed Resources Assistant](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FHead_Start_Education_Resources_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNGDbtHvCIGtQJREG4MFZ0d8lCocOA) * [Head Start Health Resources Asst](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FHead_Start_Health_Resources_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNFhy6r8JuWPEc2hjOmoG_-q0Hhgcw) * [Head Start Parent Resources Asst](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FHead_Start_Parent_Resources_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNE9T2OrSu_MtH_rcyI0Aenl37ANNg) * [Head Start Soc Serv Resources Asst](http://www.google.com/url?q=http%3A%2F%2Fwww.cps.edu%2Fsitecollectiondocuments%2FHead_Start_Social_Service_Resources_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNHCqdCh-hkSs3btMpxe5pAhZQ8lsg) * [Instructor Assistant](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FInstructor_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNF1fwIpxgOX9t_MEM0yV1Gttwp_9A)\*\* * [Instructor Assistant II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FInstructor_Assistant_II.pdf&sa=D&sntz=1&usg=AFQjCNEL4QdnF1Jb5c5u58A53HtfD8sopw)\*\* * [Interpreter Assistant](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FInterpreter_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNGAkFw6cWjH_8G_-G8jpy9497-iqw) * [Interpreter Clerk](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FInterpreter_Clerk.pdf&sa=D&sntz=1&usg=AFQjCNEResgT_PNirRiaDyIQUQru1II73g) * [Lunchroom Attendant](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FLunchroom_Attendant.pdf&sa=D&sntz=1&usg=AFQjCNGqumTTpNqBMx8LAiMDPcBNQ1Dh1g) * [Lunchroom Manager](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FLunchroom_Manager.pdf&sa=D&sntz=1&usg=AFQjCNGQybrxR1re703rTVcQE-xJwFpgaQ) * [Lunchroom Mnger Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Lunchroom%20Mgr%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Lunchroom Staff Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Lunchroom%20Staff%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Parent Advocate](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FParent_Advocate.pdf&sa=D&sntz=1&usg=AFQjCNFBJuYpUYssPRHLINnjHrrpfZw8jA) * [Parent Advocate - Bilingual](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FParent_Advocate_Bilingual.pdf&sa=D&sntz=1&usg=AFQjCNGUafoRhOUh4H82Gp1rUsdAEjiU8A) * [Porter](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FPorter.pdf&sa=D&sntz=1&usg=AFQjCNEh-U5oFCC_YQjos826dFrf5iEwqA) * [School Bus Aide](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Bus_Aide.pdf&sa=D&sntz=1&usg=AFQjCNGtx_4Qux54-8qWPtdhaDI3ORRdvw) * [School Business Manager](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Business_Manager.pdf&sa=D&sntz=1&usg=AFQjCNEE6CyhIzbpZFkjo-Z8UEACa0gz4g) * [School Clerk I](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Clerk_I.pdf&sa=D&sntz=1&usg=AFQjCNGVQZeuZK7jJoc27wzc1HsDsufNVQ) * [School Clerk I (Bilingual-Spanish)](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Clerk_I_Bilingual_Spanish.pdf&sa=D&sntz=1&usg=AFQjCNEt6_FXWFvPoQMh3fbndzO7YFlMxQ) * [School Clerk Assistant](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Clerk_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNFXOo_88QkmqeKWNcoetxdZfGK_Fg) * [School Clerks Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/School%20Clerk%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [School Community Representative](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Community_Representative.pdf&sa=D&sntz=1&usg=AFQjCNGHX_xfNLtiyDSmnk5aXox-8Zb8ZQ) | * [School Library Assistant](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Library_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNESSFcIy-lkjAQldg8IOYZIp0fQbg) * [School Library Assistant II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Library_Assistant_II.pdf&sa=D&sntz=1&usg=AFQjCNHSdWQSlgC8DjQfEiHEbmkFAVWqRw) * [School Operations Manager](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Operations_Manager.pdf&sa=D&sntz=1&usg=AFQjCNEH4S5MdI0jAuXGuWaqnqKsuvXAPA) * [School Security Officer](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSchool_Security_Officer.pdf&sa=D&sntz=1&usg=AFQjCNGYXjOgNcgcumhnloKjS6A3ISw12g) * [Security Officer Critical Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Security%20Officer%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Senior School Security Officer](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSenior_School_Security_Officer.pdf&sa=D&sntz=1&usg=AFQjCNE2P5cztfsDhc-AYZY-F-RcEIG1OQ) * [Special Ed Classroom Assist\*\*](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSpecial_Education_Classroom_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNGxTCAWcNW96zdR9LaUYisJ7UFRHg) * [Spec Ed Classroom Assistant II\*\*](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSpecial_Education_Classroom_Assistant_II.pdf&sa=D&sntz=1&usg=AFQjCNFkexSA4dRE1969jadFdSl6RhNVCg) * [Spec Ed Clrm Asst Crit Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Special%20Education%20Classroom%20Assistant%20Aug14.pdf?attredirects=0&d=1) * [Substitute Bus Aide](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSubstitute_Bus_Aide.pdf&sa=D&sntz=1&usg=AFQjCNHSbDclJRmU6QV2bFhxbGj-GKzuUw) * [Substitute School Clerk](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FSubstitute_School_Clerk.pdf&sa=D&sntz=1&usg=AFQjCNGqc2ONiC8TXzl5BqlM46L84iAm3g) * [Teacher Asst-Bilingual Spanish I](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant_Bilingual_Spanish_I.pdf&sa=D&sntz=1&usg=AFQjCNH8NAVPkALYVYPBUucOyrdBqBSp_g) * [Teacher Asst-Bilingual Spanish II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant_Bilingual_Spanish_II.pdf&sa=D&sntz=1&usg=AFQjCNHSa39GD9ApcZaxgKcpZOTHVlaCRQ) * [Teacher Asst-Bilingual I](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant_Bilingual_I.pdf&sa=D&sntz=1&usg=AFQjCNFVBi8OH_LnHFwH2flLAJbxvPanjw) * [Teacher Asst-Bilingual II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant_Bilingual_II.pdf&sa=D&sntz=1&usg=AFQjCNE03AY6kfjH0wUQw8JxyNUToDASFA) * [Teacher Asst-Montessori Program](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant_Montessori_Program.pdf&sa=D&sntz=1&usg=AFQjCNH1lTr7GW8JD4C0E7G5ELH8u_dVHg) * [Teacher Asst-Montessori Prgm II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant_Montessori_Program_II.pdf&sa=D&sntz=1&usg=AFQjCNF1aJRgRCwsdVvp7E3MpRhhesh9NA) * [Teacher Assistant\*\*](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant.pdf&sa=D&sntz=1&usg=AFQjCNFlq-jYxnFMFR_ZUmqB1OFZ8JIfWA) * [Teacher Assistant II\*\*](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTeacher_Assistant_II.pdf&sa=D&sntz=1&usg=AFQjCNFRhBi9DPabiFe2vmNkb8MEAUvBUg) * [Teacher/Inst Asst Crit Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Teachers-%20Instructors%20Asst%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) * [Technology Coordinator I](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTechnology_Coordinator_I.pdf&sa=D&sntz=1&usg=AFQjCNHdoNzj6My-MXvNBzxIhv6vtw1w0g) * [Technology Coordinator II](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTechnology_Coordinator_II.pdf&sa=D&sntz=1&usg=AFQjCNEeOoYpEPfXoRc5jDG0i4tLJXvOZA) * [Technology Coordinator III](http://www.google.com/url?q=http%3A%2F%2Fcps.edu%2Fsitecollectiondocuments%2FTechnology_Coordinator_III.pdf&sa=D&sntz=1&usg=AFQjCNH2WJV2iyD3L9zneIGFXw3MQnc21Q) * [Tech Coordinator Crit Attributes](https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook/Technology%20Coordinator%20Critical%20Attributes%20Aug14.pdf?attredirects=0&d=1) |

1. Note that attendance issues may result in discipline in accordance with the applicable discipline policy and may also be a factor in the evaluation. [↑](#footnote-ref-1)