

ESP/PSRP ORIENTATION ON ESP/PSRP PERFORMANCE EVALUATION PROCESS

Orientation Checklist



- ✓ This Orientation Power-Point (e-mail or distribute)
- ✓ The ESP/PSRP Evaluation Guidebook (e-mail or distribute)
- ✓ The Evaluation form, focusing on the rating factors, the rating scale, and the rubric (distribute attached here and in the Guidebook)
- ✓ The appropriate critical attributes sheet, including any clarifications for their specific assignment (See Appendix A, download from Knowledge Center)
- ✓ The self-assessment opportunity and mid-year feedback process (discuss)
- ✓ Weights of evaluation factors, calculating the summative score, and cut scores (discuss)

The Purpose: Align *every* CPS employee behind CPS vision of student success

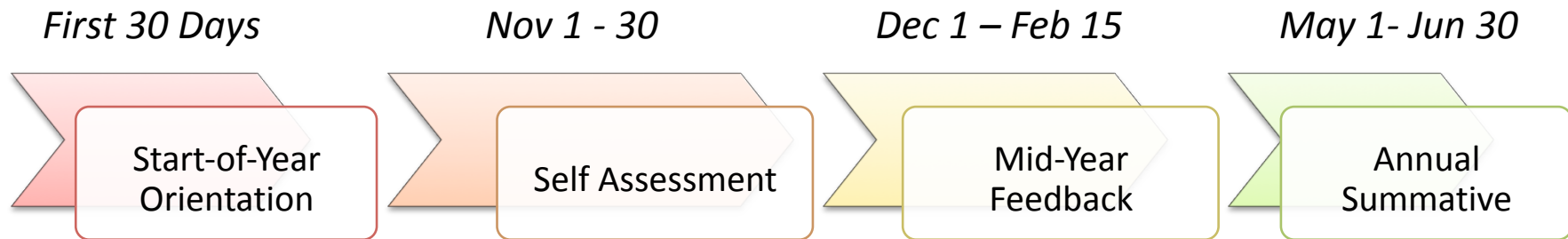


The ESP/PSRP evaluation is designed to do the following:

- ***Value and Develop*** employees through specific, timely, and relevant feedback;
- ***Transparently Establish*** performance expectations and an evaluation process;
- ***Set Aspirational & Inspirational Goals*** for employee performance;
- ***Recognize Excellence*** when employees exceed the standard; and
- ***Create Personal Accountability*** for each employee to contribute to our shared mission of preparing every CPS student for success in college, career, and life.

Evaluations will help ensure that we are the place where the best talent comes to work

Evaluation Process: Four Yearly Opportunities for Performance-Related Interactions



- Required for All Staff
- By Group
- Rating Scale, Rubric, and Job Expectations

- Optional.
- *If* employee completes:
 - Meeting if on track for less- than- proficient
 - Written feedback for all others

- **Best Practice: All Employees**
- Required for Less-than-proficient staff
- Individual, Written, & Face-to-Face
- Feedback & Strategies for Improvement
- Development Plans

- Required for All Staff
- Individual, Written, and Face-to-Face
- Complete Checklist for Less-than-proficient

Employees who do not receive mid-year evaluation may not be rated Unsatisfactory at the end of the year



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. Employees who are less-than-proficient should receive assistance in creating a development plan.

Behavioral (e.g. punctuality) – give feedback and re-state or clarify the expectation and standard of performance.

Skill-Based – take an active role in working with the employee to draft a development strategy.

- mentoring/coaching, training, online resources, etc.

Development Plans (2)



Your supervisors may use the **ESP/PSRP Developing or Unsatisfactory – Checklist** (Appendix D) or offer other supports to improve your performance.

Evaluators should compile all corresponding documentation and rating documents.

- Print a copy of all emails related to performance and the evaluation process.
- Make sure all documents are signed and dated.
- Make sure the employee received an opportunity to meet and discuss the ratings at each step.

Evaluation Tool: 4 Performance Levels & 3 Evaluation Factors



	Unsatisfactory (1)	Developing (2)	Proficient (3)	Excellent (4)
<i>Effectiveness</i> 50% of total score				
<i>Dependability</i> 30% of total score				
<i>Professionalism</i> 20% of total score				

Three large, yellow, double-headed arrows are positioned horizontally across the table, spanning from the 'Unsatisfactory (1)' column to the 'Excellent (4)' column. They are stacked vertically, one for each row of the table body.

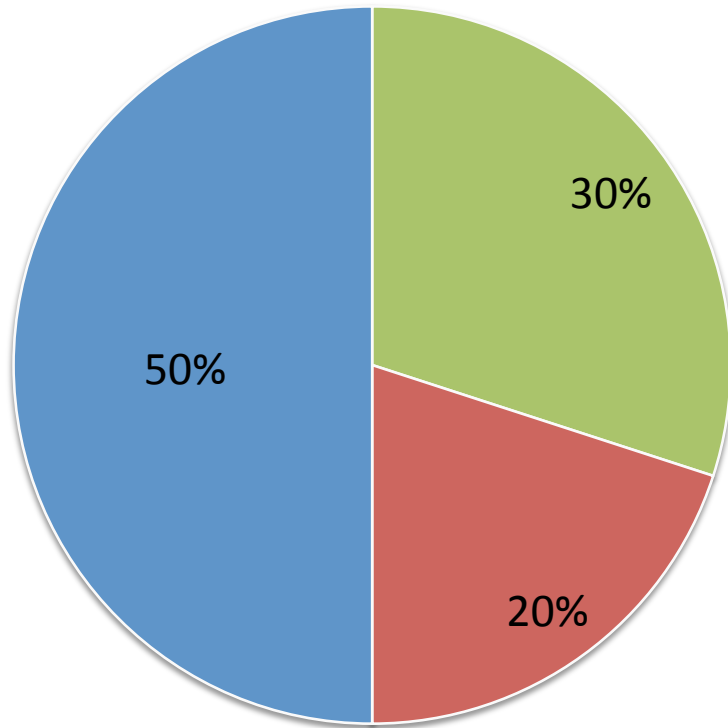
Supplemented by job-specific “critical attributes”



Effectiveness Determines Half of an Employee's Overall Evaluation



Effectiveness Focused



■ Effectiveness

■ Dependability

■ Professionalism

$(\text{Effectiveness}) * 50\% +$
 $(\text{Dependability}) * 30\% + (\text{Professionalism}) * 20\%$
 $= \text{Evaluation Score}$

Evaluation Score	Evaluation Rating
3.5 – 4.0	Excellent
2.7 – 3.4	Proficient
2.0 – 2.6	Developing
1.0 – 1.9	Unsatisfactory



Evaluators: Employees' Evaluator Depends on Job Classification



■ Principals/ Assistant Principals

- Teacher Assistants
- Instructor Assistants
- SECAs
- School Clerks
- Security

■ Aramark/Sodexo Custodial Supervisors

- Custodians

■ Transportation

- Bus Aides
- Parent Worker – Bus Monitors

■ Aramark Lunchroom Supervisors

- Lunchroom Managers
- Lunchroom Staff

School leaders will have the opportunity for input into every evaluation

Consequences of Developing or Unsatisfactory Evaluation Ratings



- **Mid-year evaluation** – ESP/PSRP who are evaluated less than proficient at mid-year will be afforded the opportunity to improve their performance to proficiency by the end of the year. Employees with these mid-year ratings may be evaluated as unsatisfactory in the summative end of year evaluation.
- **Annual Summative Evaluation** – ESP/PSRP who are evaluated as unsatisfactory at the end of the year will be subject to dismissal. ESP/PSRP who are evaluated as developing will be given an opportunity to improve to proficiency during the next schoolyear.

Major Take-Aways on Evaluation Process



1. Orientation: First 30 days
2. Manage & Observe
3. Employee Self-Assessment: November 1st – 30th
 - Same Evaluation Details
4. Evaluator Mid-Year Feedback: December 1st to February 15th
 - **Best Practice: All Employees**
 - Required meeting & written for Less-Than-Proficient
 - Written for Proficient-or-Better Self-Assessments
 - Same Evaluation Form
5. Manage & Observe
6. Final Summative Rating: May 1st to June 30th
 - Draft Rating
 - Discuss with Employee
 - Final Edits, If Any
 - Employee Sign-Off
 - Employee may not receive unsatisfactory final rating if no mid-year rating conducted.
 - Employees rated unsatisfactory are subject to dismissal



Appendix A: Critical Attributes



Critical Attributes Available on Knowledge Center



- [Associate Lunchroom Manager II](#)
- [Associate Lunchroom Manager III](#)
- [Bilingual Special Education Classroom Assistant](#)
- [Bilingual Special Education Classroom Assistant II](#)
- [Bus Aide Critical Attributes](#)
- [Climate Team Officer Critical Attributes](#)
- [Community Relations Representative I](#)
- [Computer Technician](#)
- [Cook I](#)
- [Cook II](#)
- [Cook III](#)
- [Cook Critical Attributes](#)
- [Custodial Worker](#)
- [Custodian Critical Attributes](#)
- [Educational Sign Language Interpreter](#)
- [Educational Sign Language Interpreter II](#)
- [Educational Sign Language Interpreter III](#)
- [Elementary Lunchroom Manager](#)
- [Engineer II](#)
- [Engineer IV](#)
- [Engineer V](#)
- [Factor Custodian Critical Attributes](#)
- [Guidance Counselor Aide](#)
- [Guidance Counselor Aide Critical Attributes](#)
- [Head Start Education Resources Assistant](#)
- [Head Start Health Resources Assistant](#)
- [Head Start Parent Resources Assistant](#)
- [Head Start Social Service Resources Assistant](#)
- [Instructor Assistant**](#)
- [Instructor Assistant II**](#)
- [Interpreter Assistant](#)
- [Interpreter Clerk](#)
- [Lunchroom Attendant](#)
- [Lunchroom Manager](#)
- [Lunchroom Manager Critical Attributes](#)
- [Lunchroom Staff Critical Attributes](#)
- [Parent Advocate](#)
- [Parent Advocate - Bilingual](#)
- [Porter](#)
- [School Bus Aide](#)
- [School Business Manager](#)
- [School Clerk I](#)
- [School Clerk I \(Bilingual-Spanish\)](#)
- [School Clerk Assistant](#)
- [School Clerks Critical Attributes](#)
- [School Community Representative](#)
- [School Library Assistant](#)
- [School Library Assistant II](#)
- [School Operations Manager](#)
- [School Security Officer](#)
- [Security Officer Critical Attributes](#)
- [Senior School Security Officer](#)
- [Special Education Classroom Assistant**](#)
- [Special Education Classroom Assistant II**](#)
- [Special Education Classroom Assistant Critical Attributes](#)
- [Substitute Bus Aide](#)
- [Substitute School Clerk](#)
- [Teacher Assistant-Bilingual Spanish I](#)
- [Teacher Assistant-Bilingual Spanish II](#)
- [Teacher Assistant-Bilingual I](#)
- [Teacher Assistant-Bilingual II](#)
- [Teacher Assistant-Montessori Program](#)
- [Teacher Assistant-Montessori Program II](#)
- [Teacher Assistant**](#)
- [Teacher Assistant II**](#)
- [Teachers - Instructors Assistant Critical Attributes](#)
- [Technology Coordinator I](#)
- [Technology Coordinator II](#)
- [Technology Coordinator III](#)
- [Technology Coordinator Critical Attributes](#)



Appendix B: Evaluation Rubric



Effectiveness: Fulfilling the duties required of the job



1. Unsatisfactory	2. Developing	3. Proficient	4. Excellent
<ul style="list-style-type: none"> • Employee does not have skill level required for the work and requires intensive training to attain those skills. OR • Employee has skills to do the job but consistently does not apply that skill to assigned tasks. OR • Quality of work usually does not meet expectations. OR • Employee regularly does not complete assigned responsibilities when they are due. 	<ul style="list-style-type: none"> • Employee skill level is not quite that required for the work but with time and applied effort employee may attain those skills. OR • Employee has skills to do the job but that skill is not consistently applied to assigned tasks. OR • Quality of work only sometimes meets expectations. OR • Employee does not regularly complete assigned responsibilities when they are due. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



Dependability:

Reliably on task and on post



1. Unsatisfactory	2. Developing	3. Proficient	4. Excellent
<ul style="list-style-type: none"> 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>	<ul style="list-style-type: none"> 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>	<ul style="list-style-type: none"> 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>	<ul style="list-style-type: none"> 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>



Professionalism: Maintaining a service-oriented approach



1. Unsatisfactory	2. Developing	3. Proficient	4. Excellent
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.





Appendix C: Evaluation Form





Education Support (ESP) and Professional and School Related (PSRP) Personnel Employee Evaluation Form
 Talent Office ■ 42 W Madison, Garden ■ Chicago, Illinois 60602

Employee:	Review Date:
Position:	School/Department:

Instructions: Review the Employee's work using the following scale by checking the appropriate box for each standard of performance.

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. Developing	3. Proficient	4. Excellent
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. Developing	3. Proficient	4. Excellent
<ul style="list-style-type: none"> ▪ 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>	<ul style="list-style-type: none"> ▪ 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>	<ul style="list-style-type: none"> ▪ 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>	<ul style="list-style-type: none"> ▪ 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. <p>*does not include approved benefit time such as FMLA, STD, worker's comp, personal business days, sick days, or vacation.</p>
<p>Evidence: Describe evidence – provide examples – to justify the relevant rating</p> <ul style="list-style-type: none"> • • • • 			



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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. Developing	3. Proficient	4. Excellent
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.
<p>Evidence: Describe evidence – provide examples – to justify the relevant rating</p> <ul style="list-style-type: none"> • • • • 			



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Areas of Strength (please list at least three)			
1.			
2.			
3.			
Goals and Strategies for Next Year (please list at least two)			
Goal	Strategies for Meeting Goal		
1.			
2.			
Final Summative Score			
	A. Raw Score	B. Weight	Weighted Score (A x B)
Effectiveness		50%(.5)	
Dependability		30%(.3)	
Professionalism		20%(.2)	
		Final Score (sum of weighted scores)	
		Final Overall Rating	

 Reviewer Signature

 Date

Employee Acknowledgement

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





Appendix D: Checklist



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).