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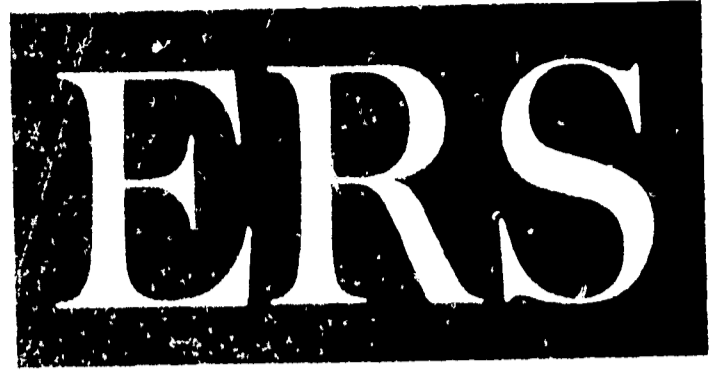
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Abstract

A questionnaire to gather material on the evaluation of noncertificated school personnel was sent to all school systems enrolling over 16,000 pupils. Replies were received from 232, or 72 percent of the 322 systems contacted. This circular is based on the replies of the 139 systems which indicated that they have formal programs for evaluating one or more of the categories of classified personnel listed in the questionnaire: teacher aides, clerical and secretarial, maintenance custodial, cafeteria, and bus drivers. Included are data on the frequency of evaluation, the probationary period, permanent status, evaluators, evaluation procedures, and evaluation instruments. Six general types of evaluation procedures, distinguished by the degree to which the employee is involved in the evaluation process, are evident among the 139 systems. A description of each procedure is followed by a list of the systems which reported that procedure. Reproduced are 22 evaluation forms selected from those submitted with the questionnaire responses. A related document is EA 002 546. (MF)

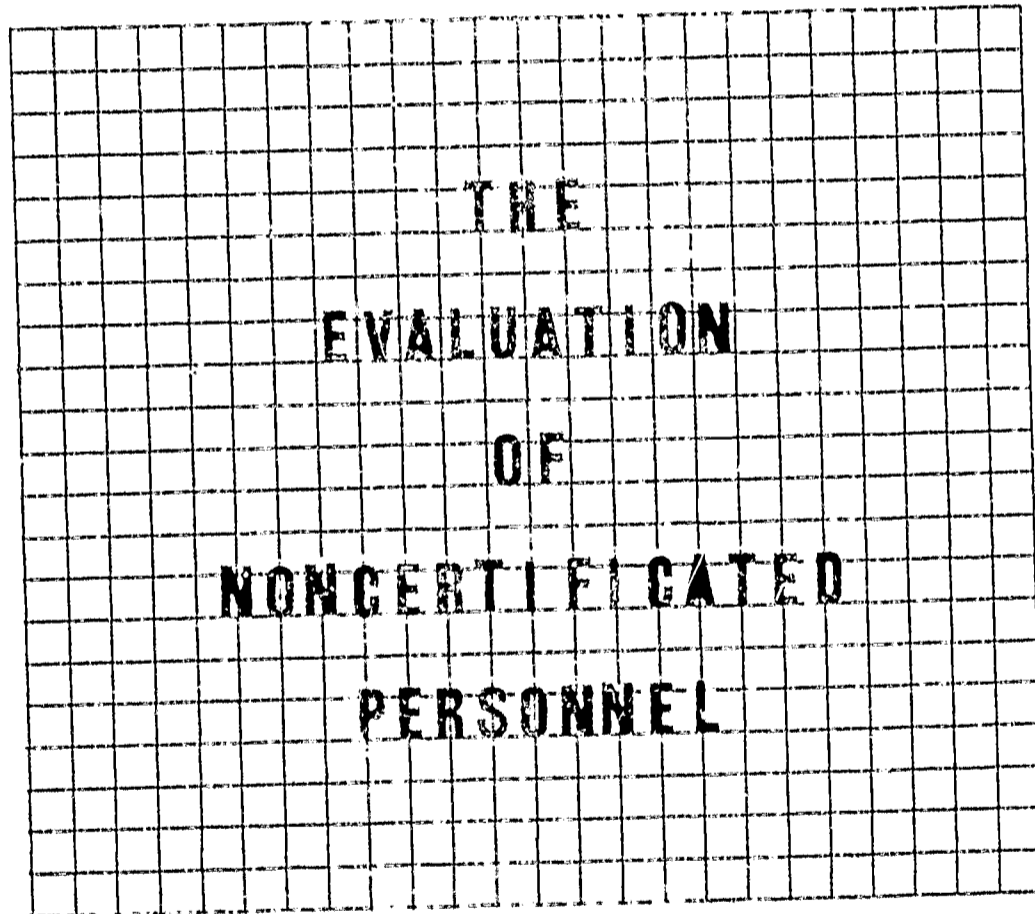
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CIRCULAR

No. 4, 1969

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THE EVALUATION OF NONCERTIFICATED PERSONNEL

Evaluation of noncertificated school personnel has too often been merely a systematic method of weeding out the incompetent worker during his probationary period. Seniority, rather than quality of performance, has in many cases guided administrative decisions regarding promotion, transfer, layoff, and salary advancements of permanent employees in the classified service. Seniority as the sole basis for such important personnel decisions may foster incompetence in the experienced employee, discourage the new employee, and overlook the more qualified, although less experienced, worker who may actually be more productive than his senior colleague. A formalized evaluation program for permanent as well as probationary employees, based on a sincere effort to assess the individual's strengths, weaknesses, and potential for advancement, can reap real benefits for both the employee and the school system.

The growing concern of personnel directors for developing a less perfunctory system for the evaluation of noncertificated personnel is apparent from the requests the Educational Research Service has received for sample evaluation procedures and forms. While literature on evaluating the blue collar worker in industry abounds, there is a dearth of material on evaluating his counterpart in public school systems.

In order to gather materials to help fill this gap, the brief questionnaire on pages 47 and 48 was sent early in 1969 to all school systems enrolling over 16,000 pupils; the respondents were requested to return with the completed questionnaire copies of all forms and guides used in the evaluation process. Replies were received as follows:

<u>Enrollment group</u>	<u>Ques. sent</u>	<u>Replies received</u>
I - 100,000 or more	25	21 (84%)
II - 50,000 to 99,999	55	45 (82%)
III - 25,000 to 49,999	93	74 (80%)
IV - 16,000 to 24,999	149	92 (62%)
	322	232 (72%)

The status of formalized noncertificated evaluation programs in each enrollment group, based on the 232 replies received, is summarized below:

	<u>Group I</u>	<u>Group II</u>	<u>Group III</u>	<u>Group IV</u>	<u>Total</u>
Formal program	19 (90.5%)	31 (68.9%)	45 (60.8%)	44 (47.8%)	139 (59.9%)
Revising program	...	2 (4.4%)	3 (4.1%)	10 (10.9%)	15 (6.5%)
No formal program	2 (9.5%)	12 (26.7%)	26 (35.1%)	38 (41.3%)	78 (33.6%)

The remainder of this Circular is based on the replies of the 139 systems which indicated that they have formal programs for evaluating one or more of the categories of classified personnel listed in the questionnaire--teacher aides, clerical and secretarial, maintenance, custodial, cafeteria, and bus drivers.

CIVIL SERVICE PERSONNEL

In 26 of the 139 systems, some or all of the noncertificated personnel are employed under civil service regulations. In some of these school systems every aspect of the evaluation process, including the forms to be used, is dictated by the civil service board. In others of the 26 systems, the board of education constitutes the civil service board, and therefore establishes its own regulations regarding the evaluation procedure.

FREQUENCY OF EVALUATION

Table A, on page 2, reports the frequency with which each of six categories of personnel are evaluated in probationary and permanent

This ERS Circular is the third of three devoted to staff evaluation procedures of local school systems. The others are ERS Circular No. 8, 1968, *Evaluating Administrative Performance* (56 pages, \$1.50) and Circular No. 3, 1969, *Evaluating Teaching Performance* (62 pages, \$1.50).

status. While 139 systems returned usable questionnaires, not all of these systems employ persons in all six categories and not all have a formal program of evaluation for all categories. The number of systems which evaluate each category of personnel in probationary and/or permanent status is shown in the heading of each column.

Probationary period. Seventeen responding systems do not have a probationary period for any category of personnel. Among the other 122 systems, nearly one-half have a six-month probationary period for all types of classified personnel. The other 62 systems have established probations of from one month to four years, with three months and one year being the next most frequently mentioned periods (21 and 15 systems, respectively). In another 27 systems the period varies according to the category of personnel, e.g., 11 months for administrative positions and six months for others.

The wide variation in length of probation should be borne in mind in using Table A. For example, although the table shows that in about one-third of the responding school systems employees in every category are evaluated twice during the probationary period, the frequency of these evaluations actually ranges from twice a month to twice in three years. An even wider range is possible among the slightly less than one-third of the systems which reported only one evaluation during probation.

Permanent status. In the majority of the systems tabulated in Table A, evaluation of classified personnel who are in permanent status is an annual occurrence. Included among the systems which evaluate permanent employees more or less frequently than once or twice a year are those which evaluate personnel for only the first three or five years after probation and systems in which the frequency of probation decreases as seniority increases.

Table A

SUMMARY: FREQUENCY WITH WHICH NONCERTIFICATED PERSONNEL ARE EVALUATED

Frequency of evaluation	Number and percent of systems which evaluate:					
	Teacher aides (108 systems)	Office employees (131 systems)	Maintenance workers (116 systems)	Food service personnel (117 systems)	Custodial workers (119 systems)	Bus drivers (88 systems)
PROBATION*						
Once	33 (30.6%)	38 (29.0%)	30 (25.9%)	32 (27.3%)	30 (25.2%)	21 (23.9%)
Twice	35 (32.4%)	41 (31.3%)	37 (31.9%)	36 (30.8%)	37 (31.1%)	31 (35.2%)
Three times	15 (13.9%)	18 (13.7%)	18 (15.5%)	17 (14.5%)	18 (15.1%)	15 (17.0%)
More often	8 (7.4%)	15 (11.5%)	15 (12.9%)	13 (11.1%)	16 (13.5%)	5 (5.7%)
No probation	15 (13.9%)	17 (13.0%)	13 (11.2%)	14 (12.0%)	15 (12.6%)	13 (14.8%)
No reply	2 (1.8%)	2 (1.5%)	3 (2.6%)	5 (4.3%)	3 (2.5%)	3 (3.4%)
PERMANENT						
Annually	68 (63.0%)	77 (58.8%)	70 (60.3%)	75 (64.1%)	73 (61.3%)	55 (62.5%)
Twice a year	6 (5.5%)	9 (6.9%)	9 (7.8%)	6 (5.1%)	8 (6.7%)	7 (8.0%)
More or less frequently	8 (7.4%)	8 (6.1%)	7 (6.0%)	9 (7.7%)	9 (7.6%)	6 (6.8%)
Not evaluated	22 (20.4%)	33 (25.2%)	27 (23.3%)	24 (20.5%)	26 (21.9%)	17 (19.3%)
No reply	4 (3.7%)	4 (3.0%)	3 (2.6%)	3 (2.6%)	3 (2.5%)	3 (3.4%)

* Frequency of evaluation during probation has been tabulated in terms of the number of times employees are evaluated while in probationary status. It should be noted that the length of the probationary period varies among the school systems (see text discussion).

As can be seen from the table, some systems do not evaluate noncertificated personnel in permanent status. Tabulated in this category are systems which reported that evaluation is conducted only under special circumstances. Such circumstances include transfer, promotion, a new supervisor, and exceptional improvement or deterioration in job performance.

EVALUATORS

Almost without exception, the evaluation of an employee is the responsibility of his immediate supervisor. In the case of school building personnel this may involve a dual evaluation. For instance, the cafeteria manager, head custodian, and attendance worker may be evaluated by both the principal and the central office supervisor. Usually these are evaluations prepared separately by each appraiser.

In one of the participating school systems, employees in the plant facilities department have a unique opportunity. They may, if they wish, evaluate their supervisors. A printed form and instructions are provided each employee to encourage this practice (see pages 34 and 35).

EVALUATION PROCEDURES

Among the 139 systems, six general types of procedures for conducting the evaluation of noncertificated personnel are evident. A description of each procedure, followed by a list of the systems which reported that procedure on the questionnaire, appears on pages 5 through 8. Generally, the procedures are distinguished by the degree to which the employee is involved in the evaluation process.

It will be noted that the number of school systems listed under the six types of procedures totals 142. This is because three of the 139 responding systems use two types, depending upon the position being evaluated.

Evaluation Procedure No. 1 is characterized by the fact that the employee is not informed of his rating in any way, unless his dismissal is under consideration. He may not

be informed as to the criteria against which he is rated, or even that he is rated.

Evaluation Procedure No. 2 is also unilateral rating, but the employee is given a copy of his rating. He does not, however, have the opportunity to discuss the rating with his evaluator unless he so requests or the evaluator indicates dismissal is possible.

Evaluation Procedure No. 3, used by the majority of the 139 systems, allows the employee to have a conference with his evaluator to discuss the evaluation after it is completed.

Evaluation Procedure No. 4 is a cooperative evaluation, in that rating is done in a conference between the evaluator and evaluatee so that the employee is able to discuss with his evaluator each item on which he is rated before the evaluator records his decision.

Evaluation Procedure No. 5 includes preparation of separate evaluation forms by both the evaluator and evaluatee. In a face-to-face conference, these evaluations are discussed in detail, and the conferees arrive at the final evaluation.

Evaluation Procedure No. 6 requires the evaluatee to establish, with the help of his evaluator, his own performance goals against which he will be rated in the next evaluation period. While the rating is completed unilaterally against these individually-tailored goals as well as against certain prescribed performance standards, the evaluatee has the opportunity to discuss with his appraiser how he measures up to them before the final evaluation is completed. The procedure might also include self-evaluation, although none of the three systems listed on page 8 so indicated.

Table B, on page 4, summarizes the number of systems which reported that various practices characterize their evaluation procedures. Some of the figures in Table B correspond to the listing of systems under the six types of procedures (e.g., self-evaluation--procedure No. 5, post-evaluation conference--procedures No. 3 and 6). Other characteristics are drawn from

Table B

SUMMARY: CHARACTERISTICS OF 139 EVALUATIVE PROCEDURES

Characteristics	Frequency
Self-evaluation required	5
Pre-evaluation planning conference held	12
Evaluation completed in conference with evaluatee	29
Evaluation completed unilaterally by the evaluator(s)	112
Post-evaluation conference held	85
Evaluatee signs the evaluation form	89
Evaluatee receives copy of completed form	63
Evaluation automatically reviewed by higher authority	81
Evaluatee may appeal rating:	
By filing dissenting statement	41
By requesting conference or review by higher authority	15
By entering comments on form	8
By initiating grievance procedures	5

the forms submitted and the questionnaire responses (e.g., evaluatee's signature on form; automatic review; appeal procedures).

EVALUATION INSTRUMENT

Seven of the systems reported that printed evaluation forms are not used for any personnel. In these systems, evaluations are recorded on the employee's permanent record card or are submitted in letters to the central office. Of the remaining 132 systems:

- 71 use the same form for all personnel.
- 18 use different forms for each category of personnel evaluated.
- 9 use specific forms for some categories and a general form for others.
- 34 use general or specific forms for some categories and do not use any forms for others.

The format of the majority of the evaluation forms submitted by respondents, whether for general use or for specific positions, consists of a checklist of items rated by a numerical or word scale, plus space to record narrative comments and recommendations regarding future em-

ployment. Only four systems utilize forms which require only narrative comments and recommendations regarding continued employment.

The characteristics against which evaluatees are rated fall into the general headings listed below. Within each broad category, however, specific points may also be detailed, particularly if the form is tailored to an individual job classification.

- Quality of work
- Quantity of work
- Job knowledge
- Work habits
- Dependability
- Initiative
- Attendance and punctuality
- Personal relations
- Personal characteristics
- Personal fitness
- Supervisory ability (if applicable)

Reproduced, beginning on page 9, are some sample evaluation forms submitted with the questionnaire responses of the 139 school systems. Included among the 22 instruments are general evaluation forms and special forms for six categories of personnel--office employees, teacher aides, operations and maintenance workers, food service personnel, bus drivers, and attendance workers.

SUMMARY OF FINDINGS

An analysis of the data provided by this study reveals that each of the practices below was reported by a majority of the 139 school systems:

- The larger the school system, the more likely it will have a formal program for evaluating noncertificated personnel.
- Employees are evaluated once or twice while on probation.
- Permanent employees are evaluated annually.
- Evaluations are made by means of unilateral rating, using a checklist type of instrument.
- Self-evaluation is not required.
- The employee is asked to sign the evaluation form and post-evaluation conference is held.
- Automatic review procedures by higher authority are provided.
- Procedures have been established to allow employees to express dissent from the evaluator's conclusions.

PROCEDURES FOR EVALUATING NONCERTIFICATED PERSONNEL, 139 SCHOOL SYSTEMS

EVALUATION PROCEDURE NO. 1

The evaluatee is rated by his supervisor against prescribed performance standards. The evaluatee does not see the rating given him, and no post-evaluation conference is held unless either party requests one or the evaluatee's work is so unsatisfactory that retention in the position is questionable.

23 Systems which follow Evaluation Procedure No. 1*

Little Rock, Ark. (III)
Pasadena, Calif. (III)
Stamford, Conn. (IV)
Washington, D. C. (I)
Pinellas County, Clearwater, Fla. (II)
Peoria, Ill. (III)
Davenport, Iowa (IV)
Caddo Parish, Shreveport, La. (II)
Birmingham, Mich. (IV)
Ferguson-Florissant School District,
Ferguson, Mo. (IV)
Camden, N. J. (IV)
Winston-Salem/Forsyth County, Winston-Salem,
N. C. (III)

Cleveland, Ohio (I)
Springfield, Ohio (IV)
Toledo, Ohio (II)--except clerical
Memphis, Tenn., city schools (I)
Corpus Christi, Texas (III)
Houston, Texas (I)
Granite School District, Salt Lake City,
Utah (II)--see form on page 36.
Chesterfield County, Chesterfield, Va.
(III)--bus drivers only
Fairfax County, Fairfax, Va. (I)
Cabell County, Huntington, W. Va. (IV)--
see form on page 46.
Milwaukee, Wis. (I)--see form on page 27



EVALUATION PROCEDURE NO. 2

The evaluatee is rated by his supervisor against prescribed performance standards. After the evaluator has completed his assessment, he sends a copy of the report to the evaluatee, but no post-evaluation conference is held to discuss the report unless either party requests one or the evaluatee's work is so unsatisfactory that retention in the position is questionable.

5 Systems which follow Evaluation Procedure No. 2*

Sioux City, Iowa (IV)--see form on page 45.
Louisville, Ky., city schools (II)
Grand Rapids, Mich. (III)

St. Paul, Minn. (III)
Lincoln, Nebr. (III)--see form on page 39

* Roman numerals following names of school systems refer to the enrollment groups outlined in the summary of response tabulation on page 1.

EVALUATION PROCEDURE NO. 3

The evaluatee is rated by his supervisor against prescribed performance standards. After the evaluator has completed his assessment, he holds a post-evaluation conference with the evaluatee to discuss the evaluation. The evaluatee may or may not receive a copy of the evaluation form.

82 Systems which follow Evaluation Procedure No. 3*

Anchorage, Alaska (IV)
Mesa, Ariz. (IV)
Scottsdale, Ariz. (III)
Anaheim, Calif.--Union High School District (III)
Compton, Calif.--Elementary School District (IV)
Covina-Valley School District, Covina, Calif. (IV)
Cupertino, Calif.--Elementary School District (IV)
Downey, Calif. (IV)
Fresno, Calif. (II)
Hayward, Calif. (III)
Hudson Elementary School District, La Puente, Calif. (IV)--see form on page 21.
Los Angeles, Calif. (I)
Modesto, Calif. (IV)--see forms on pages 30, 43 and 44.
Montebello, Calif. (III)
Monterey Peninsula School District, Monterey, Calif. (IV)
Mt. Diablo School District, Concord, Calif. (III)
Newport-Mesa School District, Newport Beach, Calif. (III)
Oakland, Calif. (II)
Orange, Calif. (III)
Richmond, Calif. (III)
Sacramento, Calif. (III)
San Bernardino, Calif. (III)--see form on page 20
San Jose, Calif. (III)
San Juan School District, Carmichael, Calif. (II)
San Lorenzo, Calif. (IV)
Santa Ana, Calif. (III)
Vallejo, Calif. (IV)
Ventura, Calif. (IV)--see guide on pages 9-12.
Colorado Springs, Colo. (III)
Denver, Colo. (II)
Jefferson County, Lakewood, Colo. (II)
Pueblo, Colo. (III)
Bridgeport, Conn. (IV)
Hartford, Conn. (III)
Duval County, Jacksonville, Fla. (I)
Escambia County, Pensacola, Fla. (III)
Orange County, Orlando, Fla. (II)
Palm Beach County, West Palm Beach, Fla. (II)
Volusia County, DeLand, Fla. (III)
Savannah-Chatham County, Savannah, Ga. (III)
Hawaii--entire state (I)
Chicago, Ill. (I)
South Bend, Ind. (III)
Kansas City, Kans. (III)
East Baton Rouge Parish, Baton Rouge, La. (II)
New Orleans, La. (I)
Baltimore County, Towson, Md. (I)
Frederick County, Frederick, Md. (IV)
Prince George's County, Upper Marlboro, Md. (I)
Flint, Mich. (III)--see form on pages 37 and 38.
Kalamazoo, Mich. (IV)
Livonia, Mich. (III)
Pontiac, Mich. (IV)
Royal Oak, Mich. (IV)
Warren, Mich. (IV)--except clerical
Minneapolis, Minn. (II)
St. Louis, Mo. (I)
Albuquerque, N. Mex. (II)
Buffalo, N. Y. (II)
New York, N. Y. (I)
Yonkers, N. Y. (III)--see form on page 28.
Akron, Ohio (II)
Cincinnati, Ohio (II)
Columbus, Ohio (I)
Toledo, Ohio (II)--clerical only--see form on pages 25 and 26.
Tulsa, Okla. (II)
Eugene, Oreg. (IV)
Pittsburgh, Pa. (II)--see form on page 29.
Metropolitan School System, Nashville, Tenn. (II)
Austin, Texas (III)
El Paso, Texas (II)
Fort Worth, Texas (II)
Ogden, Utah (IV)--see form on page 40.
Alexandria, Va. (IV)
Arlington County, Arlington, Va. (III)--see form on page 13.
Chesterfield County, Chesterfield, Va. (III)--clerical and teacher aides only
Henrico County, Richmond, Va. (III)
Richmond, Va., city schools (III)
Seattle, Wash. (II)
Shoreline School District, Seattle, Wash. (IV)--see forms on pages 31-35.
Tacoma, Wash. (III)--see form on pages 41 and 42.
Racine, Wis. (III)

* Roman numerals following names of school systems refer to the enrollment groups outlined in the summary of response tabulation on page 1.

EVALUATION PROCEDURE NO. 4

The evaluatee and his supervisor in a conference go over the rating form together to discuss each performance standard as it applies to the evaluatee's performance. The evaluator either completes the form in the conference or completes it at a later date and holds another conference to discuss the final evaluation. The employee may or may not receive a copy of the evaluation form.

24 Systems which follow Evaluation Procedure No. 4*

Alhambra, Calif. (IV)
Bakersfield, Calif.--Elementary School District (IV)
Glendale, Calif. (IV)
Norwalk-LaMirada School District, Norwalk, Calif. (III)
Pomona, Calif. (IV)
Santa Clara, Calif. (IV)
Stockton, Calif. (III)
Torrance, Calif. (III)
DeKalb County, Decatur, Ga. (II)
Fort Wayne, Indiana (III)
Wichita, Kansas (II)--see form on page 19.

Montgomery County, Rockville, Md. (I)
Newton, Mass. (IV)
Dearborn, Mich. (IV)
Detroit, Mich. (I)
Kansas City, Mo. (II)
Trenton, N. J. (IV)
Kenmore, N. Y. (IV)
Rochester, N. Y. (III)
Syracuse, N. Y. (III)
Canton, Ohio (IV)--see form on page 22.
Portland, Oreg. (II)
Chattanooga, Tenn., city schools (III)
Dallas, Texas (I)



EVALUATION PROCEDURE NO. 5

The evaluatee and his supervisor each prepare an evaluation of the evaluatee's performance according to prescribed performance standards. They bring their separate evaluations to a conference in which each item on the form is discussed. The evaluator may, as a result of the discussion, decide to change his rating of the evaluatee on any of the points on the evaluation form. The evaluatee may or may not be given a copy of the evaluation form.

5 Systems which follow Evaluation Procedure No. 5*

Hammond, Ind. (IV)--see form on pages 23 and 24.
Lansing, Mich. (III)
Warren, Mich. (IV)--clerical only

Lorain, Ohio (IV)
Knoxville, Tenn., city schools (III)

* Roman numerals following names of school systems refer to the enrollment groups outlined in the summary of response tabulation on page 1.

EVALUATION PROCEDURE NO. 6

The evaluatee's superior makes a tentative evaluation of the evaluatee according to prescribed performance standards and of the evaluatee's success in attaining performance goals (goals for job or personal improvement) established in the previous evaluation conference. He may then confer with the reviewer (the evaluator's supervisor) before preparing the final evaluation form. The evaluator (and perhaps also the reviewer) meets with the evaluatee to discuss the evaluation and to establish performance goals for the next evaluation period. The evaluator, as a result of the discussion, may decide to change his rating of any point on the evaluation form. The evaluatee receives a copy of the completed evaluation form.

3 Systems which follow Evaluation Procedure No. 6*

Garden Grove, Calif. (II)
Kern County Union High School District, Bakersfield, Calif. (IV)

Clark County, Las Vegas, Nev. (II)--see form on pages 14-18.

(The evaluation form for Clark County is almost identical to that used by the other two systems.)

* Roman numerals following names of school systems refer to the enrollment groups outlined in the summary of response tabulation on page 1.

This study was designed and written by Suzanne K. Stemnock, Professional Assistant, Educational Research Service

Why Are We Rated?

We're all being rated by others all the time; and we are rating others in our mind all the time. Usually we're informal about this. We form an opinion based on appearance, background, and what psychologists call "a consistent pattern of behavior".

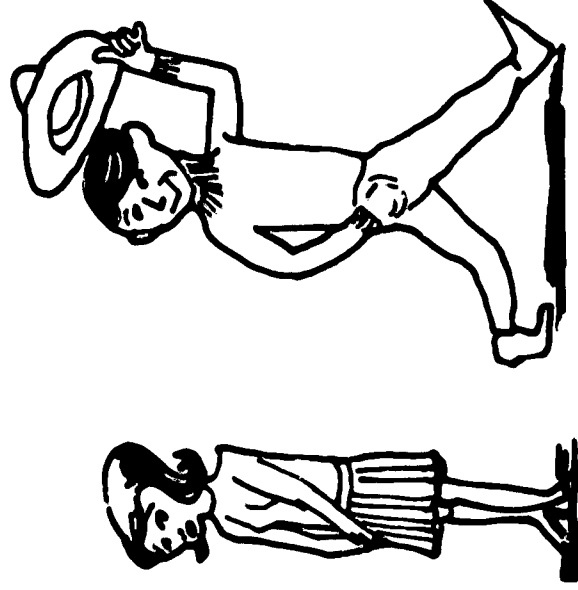
The opinions of others are important to us, and one of the most important is that of our supervisor. He rates us whether it's a formal rating or not. Preferably he keeps us informed all the time on what he thinks of our work, but formal ratings assure us an opportunity to know what his opinion is. So at least one formal rating is required each 12 months. They can be given more often.

Formal ratings also help provide:

Better understanding on what is expected of us;

Guidance in our efforts to improve;

Assurance that our progress will not be overlooked.

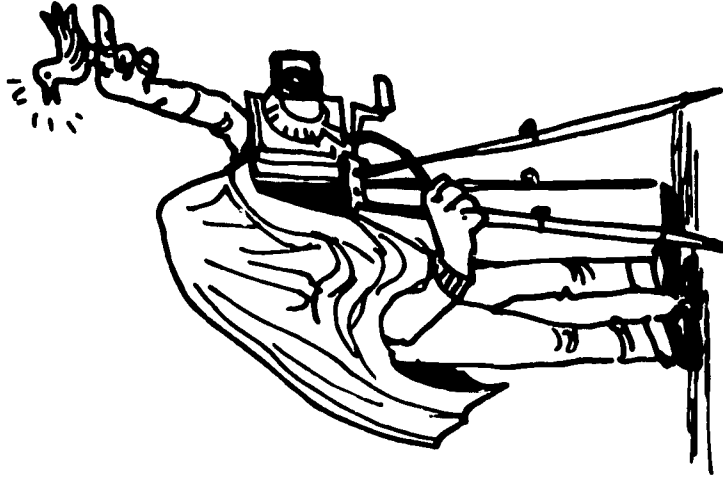


VENTURA UNIFIED SCHOOL DISTRICT

Ventura, California

HOW TO BE RATED

(Guide for Employees)



Hold that pose, Mr. Employee. Your performance is about to be rated. Volumes have been written on how to rate the performance of others. This time we want to tell you a little about how ratings are made and how to get the most out of being rated.

Must We Know the Brutal Facts?

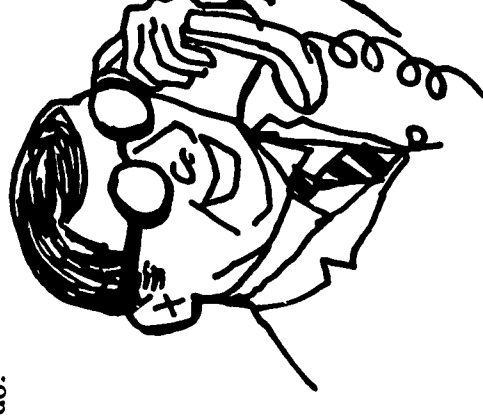
Sometimes, whether we learn the "brutal facts" depends on whether we really want to know. If we do, we have a right to know. We like to hear good things about ourselves. Maybe it's good for us to hear the bad too—but we can't always take it. Sometimes we take our faults to heart. Other times we pass them off or resent the criticism.

If we make it hard for our supervisor to tell us about any of our faults, or if we don't do anything about them when he does tell us, he may not try. He has other things to do and can easily slight this as a useless chore. However, it's his job to guide and develop us, and if he doesn't do it probably nobody will.

Are Ratings Accurate?

Well, the raters are getting a lot of training in how to rate correctly, but certainly they aren't always right. They're only human. It's hard work to make ratings right, and sometimes raters feel they're too busy to go through all the work, or they make mistakes, or they just don't feel right—just like us. So they make easy ratings, or they don't let us know how they really feel about us, or they argue instead of helping us understand, or whatever else they do.

But if they do it right they do their best to give us accurate ratings, to give us recognition when we do a good job, and to let us know where and how we've fallen down and what we should do about it—even if it's temporarily unpleasant. That's only fair to us. It affects our feelings in our work, our plans for the future, and maybe our progress.



What Are We Rated On?

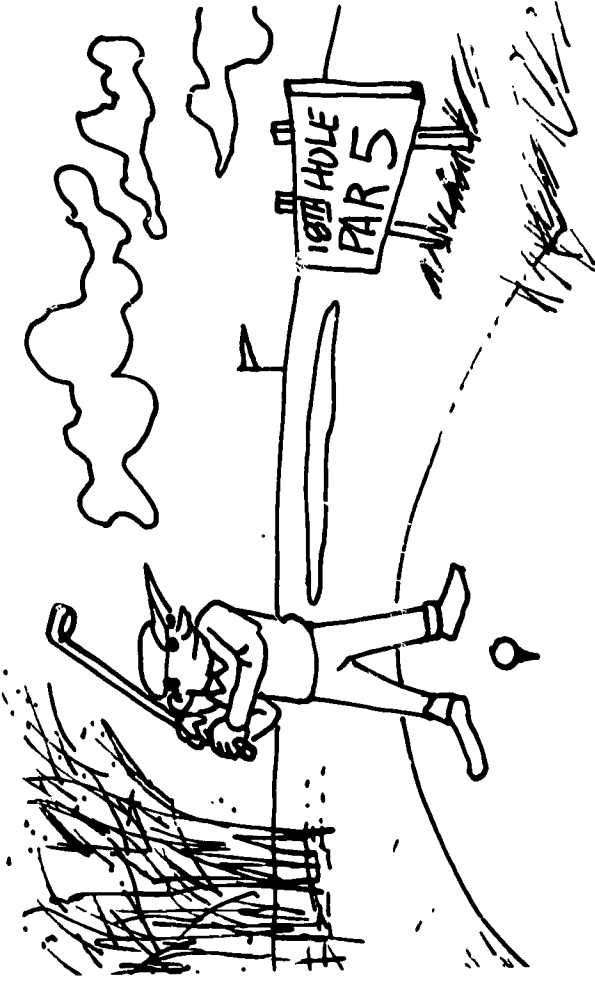
Our Report of Performance form lists seven "performance factors" for nonsupervisors (quality of work, quantity of work, work habits, relationships with people, initiative, dependability, and analytical ability), and others may be added by our rater. However, we are rated only on those that affect our jobs. For example, when a mechanic repairs cars the most important things are whether he understands motors, does a careful job, and does it quickly. If he works by himself, "relationships with people" wouldn't be rated.

The form suggests some of the things which may be considered in rating each of the factors, but these are only rough guides. It's good to talk to the person who rates you, and find out what he's considering on each of the factors he rates. Again, it's good to remember it's our results on the job that are rated. If a rating says we're low on dependability it doesn't mean we're irresponsible people. It means we haven't gotten our work in on time or something like that.



How Does He Do It?

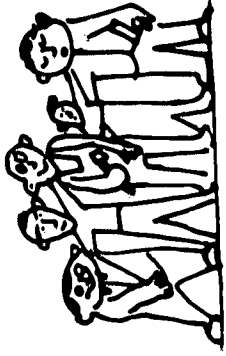
Well, both we and our supervisors know—at least in a general way—the quality of work, quantity of work, etc., needed to carry out our work successfully; representing what experience has shown to be reasonable performance. On some jobs, these “standards” have been written out. It’s a good idea to figure out the standards for your job with your supervisor. Then you have something to check yourself against.



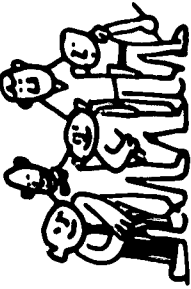
Our supervisor tries to compare our typical performance with some standards, instead of just making personal comparisons between people. None of us likes to be compared to another person, but it isn't so hard to have the results of our efforts measured against standards.

After he's marked the factors which are important, he considers our over—all effectiveness on the job and marks the over—all rating. We always hope the over—all rating is good, but the ratings on individual factors may be more meaningful in showing us our strong points and where we should improve. The comments the supervisor writes in the form can be even more helpful, because they can be more specific and detailed than the rating marks.

After he has rated all his employees, the supervisor looks over the ratings to see if they're like this:



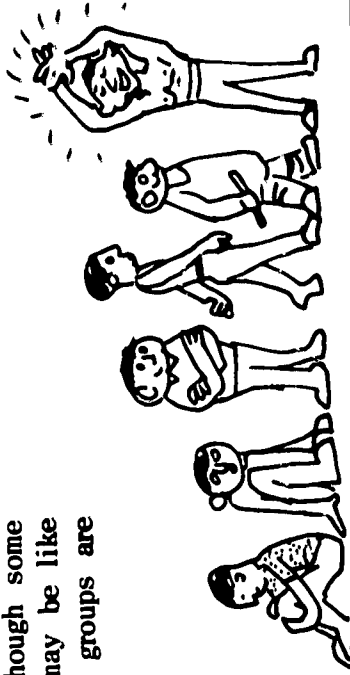
Unacceptable Short of Standard Standard Outstanding



Or this:

Unacceptable Short of Standard Standard Outstanding

He knows that although some groups of people may be like those above, most groups are more like this:



Unacceptable Short of Standard Standard Outstanding

What Should We Do About It?

Well, naturally we try to make a good impression on our supervisor. We do the best job we can, and if we're wise we remember he's human. We cause him as little grief as we can, and once in a while try to do something special that makes his work easier or better. We try to be near perfect when rating time comes around and to keep this up all the time as well as we can. And if he seems to have forgotten, perhaps we can help him remember good things we've done.

You can help your supervisor give you the advantage of frank appraisal too. If he just marks everything OK, or gives high marks to make you feel good, you can let him know you're interested in getting all the good you can from his opinions. And if he remembers some of those butches you pulled, try not to start a beef. You might get your feelings relieved by beefing but you won't get help in improving. Naturally, this refers to bickering, not telling him your side and listening to his if you think he's wrong.

Some of the special problems he has to look out for are:

1. General impressions — the human tendency to think another person is the same in all respects as he is in some observed quality. For example, you're a pleasant fellow so he gets the impression you're good in everything.
2. Stereotype — classifying people according to past experience with different types. For example, "All people with red hair have hot tempers."
3. Personal bias — influence by personal feelings. We all tend to overlook shortcomings of friends and long-time associates. There's also the soft spot in our heart for the person who agrees with us — who may be just a "yes-man".
4. Dramatic happenings — the spectacularly good or bad incident which blots out memory of the less spectacular typical performance.
5. Lack of uniformity in performance standards — different standards for the same work at different times, or differences between standards of different raters.
6. Rating on seniority — assuming that persons on a new job are necessarily low on performance or that "old timers" are performing well.

We could write a lot about these special problems, but we can't take the space and perhaps you wouldn't read it if we did. Let's just say if you think your supervisor is making a mistake on one of these problems, try to be tactful in getting him to see it.

As to standards, you can expect these to be identical for identical jobs, but jobs with the same title are not always identical. Often the details of the jobs are different. Also, for higher jobs the standards are tougher. Maybe you think it would be nice to work for a boss with easy standards, but it's really better to know how you actually stack up. Then you won't be disappointed when you come up against other workers through transfers or examinations.

And Finally

The supervisor's ratings are checked by his boss and again by top management of the department. Then the Personnel Board looks them over. At any of these points his ratings may be challenged, and he has to support them or consider new facts which may be brought up. Then of course he has to support any short of standard or unacceptable overall rating if it's appealed to the Personnel Board.

Well that's a thumbnail sketch of what's going to happen, and we hope it all works out well for you. But please don't feel hurt if your Report of Performance doesn't make you look like this.



If you're that fellow down at short of standard in the illustration on page 6, you'd better find out what you can do to get up there with the gang, or maybe the job just isn't right for you and you can get one that's better for you. And if you get too good a report, you'd better watch out for a swelled head.

ACS 07-07434
2/66

**Arlington County
Public Schools
Virginia**

SUPPORTING SERVICES EMPLOYEE EVALUATION FORM

NAME	POSITION	DEPT. OR SCHOOL
Type of Evaluation: Probational <input type="checkbox"/> Annual <input type="checkbox"/>		DATE DUE IN PERSONNEL OFFICE
Additional <input type="checkbox"/> Terminal <input type="checkbox"/>		ANNIV. DATE

1. DETAILED EVALUATION

	NOT OBSERVED	O.	V.G.	SAT.	UNS.	UND.
a. QUALITY OF WORK (Consider the neatness, completeness and thoroughness of work performed)						
b. QUANTITY OF WORK (Consider the amount and promptness of work)						
c. INTEREST (Consider the employee's adaptability, attitude and willingness)						
d. ATTENDANCE AND PUNCTUALITY (Consider manner in which leave is used and time of employee's arrival and departure)						
e. RESPONSIBILITY AND DEPENDABILITY (In absence of supervision)						
f. USE OF TIME (Consider planning of work, offering assistance to others, etc.)						
g. COOPERATION (Consideration of other employee's work, working with others, etc.)						
h. INITIATIVE (Consider amount of guidance required, resourcefulness, use of own ideas, and procedures)						
i. PERSONAL RELATIONSHIP (Consider employee's tact, courtesy, self-control, patience and respect for others)						
j. ACCEPTANCE OF CONSTRUCTIVE CRITICISM						
k. GENERAL APPEARANCE AND PERSONAL GROOMING						

O—Outstanding; V.G.—Very Good; S—Satisfactory; UNS—Unsatisfactory; Und—Undesirable

2. OVERALL EVALUATION

	O.	V.G.	SAT.	UNS.	UND.
--	----	------	------	------	------

3. REMARKS

(Use additional sheets as needed)

Evaluator: _____		
	SIGNATURE	DATE
Employee: _____		
	SIGNATURE	DATE

4. REVIEW (Personnel Office)

<input type="checkbox"/> I have reviewed this evaluation and recommend that it become a part of the employee's permanent personnel file.		
<input type="checkbox"/> I have reviewed this evaluation and recommend _____		
	SIGNATURE	DATE

PERFORMANCE EVALUATION REPORT
Classified Personnel
Clark County School District

CC-15
Rev. 11/67

USE INK OR TYPEWRITER
FOR FINAL MARKINGS

EMPLOYEE NAME	EMPLOYEE STATUS: PROBATIONARY <input type="checkbox"/>	LOCATION NAME	LOCATION NO
CLASS TITLE	PERMANENT <input type="checkbox"/>	IF UNSCHEDULED REPORT CHECK HERE	DUE DATE:

SECTION A	a	b	c	d	FACTOR CHECK LIST	e	SECTION B	
							Record job STRENGTHS & superior performance.	
					1. Observance of Work Hours		SECTION C	
					2. Attendance		Record PROGRESS ACHIEVED in attaining previously set goals for improved work performance, for personal or job qualifications.	
					3. Grooming & Dress		SECTION D	
					4. Compliance With Rules		Record specific GOALS or IMPROVEMENT PROGRAMS to be undertaken during next evolution period.	
					5. Safety Practices		SECTION E	
					6. Public Contacts		Record specific work performance deficiencies or job behavior requiring improvement or correction. (Explain checks in Col. a)	
					7. Pupil Contacts		SUMMARY EVALUATION - Check Overall Performance -	
					8. Employee Contacts		<input type="checkbox"/> NOT SATISFACTORY <input type="checkbox"/> REQUIRES IMPROVEMENT <input type="checkbox"/> EFFECTIVE MEETS STANDARDS <input type="checkbox"/> EXCEEDS STANDARDS	
					9. Knowledge of Work		Comment:	
					10. Work Judgments		THE RECOMMENDATION FOR AN INCREMENT FOR A PROBATIONARY EMPLOYEE GIVES PERMANENT STATUS.	
					11. Planning & Organizing		RATER: ____ I DO ____ DO NOT recommend an increment be granted.	
					12. Job Skill Level		(RATER'S SIGNATURE) (TITLE) (DATE)	
					13. Quality of Work		REVIEWER: (If none, so indicate)	
					14. Volume of Acceptable Work		(REVIEWER'S SIGNATURE) (TITLE) (DATE)	
					15. Meeting Deadlines		EMPLOYEE: I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.	
					16. Accepts Responsibility		Comment:	
					17. Accepts Direction			
					18. Accepts Change			
					19. Effectiveness Under Stress			
					20. Appearance of Work Area			
					21. Operation & Care of Equip.			
					22. Work Coordination			
					23. Initiative			
					Additional Factors			
ADDITIONAL FACTORS FOR SUPERVISORS								
					24. Planning & Organizing			
					25. Scheduling & Coordinating			
					26. Training & Instructing			
					27. Productivity			
					28. Evaluating Subordinates			
					29. Judgments & Decisions			
					30. Leadership			
					31. Operational Economy			
					32. Supervisory Control			
					Additional Factors			
CHECKS IN COL. (a) MUST BE EXPLAINED IN SECTION E.							(EMPLOYEE'S SIGNATURE) (DATE)	

PERSONNEL COPY

(CONTINUED)

CLASSIFIED EMPLOYEES PERFORMANCE EVALUATION GUIDE

Clark County School District, Nevada

I. GENERAL GUIDESA. BEFORE YOU BEGIN THE EVALUATION (Do this each time a rating is to be made.)

1. Familiarize yourself with the contents of the evaluation form. Analyze its general scope as well as the detailed instructions.
2. Understand thoroughly the duties and requirements of the particular position held by the employee to be rated.
3. Use a process of objective reasoning, eliminating personal prejudice, bias, or favoritism. For example, don't allow your own personal likes or dislikes of certain mannerisms or aspects of personal appearance to blind you to the more important measures of competency or effectiveness.
4. Don't assume that excellence in one factor implies excellence in all factors. Observe and analyze the employee's performance objectively in terms of each factor listed on the rating form.
5. Base your judgment on demonstrated performance--not on anticipated performance. The evaluation is to be based on what has happened, not what might develop.
6. Evaluate on the experience of the entire rating period--it is better not to consider only single accomplishments or failures, or the most recent performance. Single important instances of faulty or brilliant performance should not be ignored but should be considered in context with the total performance of the period.
7. Consider seniority apart from performance--an employee with a short service record may not necessarily be less effective than one with a longer term of employment. Seniority does not guarantee excellence.
8. Consider the requirements in terms of the level of the position--a Clerk Typist 1 may very well be meeting the requirements of her position more effectively than her immediate supervisor does in his position in a higher classification.
9. Spaces have been provided on the performance evaluation report form for additional factors you consider important enough to be included in the over-all appraisal of the employee. Examples of such additional factors are given in paragraphs following the definition section.

B. HOW TO PROCEED

1. Choose a quiet place where you can work without interruption for a period of time, and where unauthorized persons will not see the form.
2. Mark lightly in pencil each factor in Section A. You may later agree to changes after conferring with the reviewer. However, the report should be typed or written in ink before the employee interview, and any changes, corrections, or deletions on the report must be initialed by the employee.

NOTE: Raters who are principals, department heads, or division heads are not expected to submit evaluations to a higher level for review.

(CONTINUED)

3. Be generous in rating the best of the employee's qualities, but be severe in rating weaknesses. Don't create overconfidence in an employee when improvements are really needed.
4. Use the spaces for comments--thoughtful comments give the most complete picture of the employee's performance. Note that check marks in the "Not Satisfactory" column require specific written explanations in Section E. Though not required, they are also desirable for most marks in the "Requires Improvement" column. Use attachments if you find there is insufficient space for your comments.
5. Consider unusual circumstances such as employees you have observed for less than six weeks, employees whose performance has slipped as a result of temporary ill-health or other unavoidable conditions. In all unusual circumstances, evaluate the actual work performance, but comment fully to indicate reasons.
6. The summary evaluation is the entire report condensed into one of four performance levels--read and understand the definitions of the Summary Evaluation levels on the back of the form before you evaluate the employee's over-all performance. Your own balanced judgment is the determinant in the summary evaluation, and this should not be determined by a simple process of adding up check marks. While your summary evaluation should logically reflect performance levels indicated by your checks in Section A, it should not be dictated by factors which are not of critical importance in a particular position. Ask yourself how well the employee measures up to the standards of acceptable job performance for his position.
7. Permanent employees may not be dismissed for reasons of unsatisfactory performance unless there is documented evidence of a specific nature. Performance evaluation reports are intended to provide a written record of specified deficiencies during and/or at the close of the rating period in which the deficiencies were observed. Employee deficiencies which affect job performance and which are not recorded on performance evaluation reports cannot properly be used as a basis for dismissal.
8. Special, unscheduled reports should be used as an ideal method of commending outstanding employee performance in meritorious circumstances, and are a valuable asset to a deserving employee's candidacy for promotions.

In cases involving unsatisfactory performance, particularly for permanent employees, additional warnings in the form of unscheduled reports may be required before recommendations for demotion or dismissal are made.

II. EVALUATING THE PROBATIONARY EMPLOYEE

The probationary, or working test period, is the final and most important stage in the selection process of quality employees. Supervisors should have complete confidence that the probationary employee being evaluated fully meets or exceeds district performance standards in every important factor if he is to be recommended for permanent status.

Probationary employees may be released at any time during their first six months of service without appeal, if, in the judgment of the principal or department head, their dismissal is in the best interests of the district. Should the supervisor have a question in his mind as to the general fitness of the probationary employee for the position, he should seriously consider the consequences

(CONTINUED)

of burdening the district with an employee who may be or is likely to become a net liability rather than a net asset. He should also consider the possibility that it would be a disservice to the employee to retain him in a position for which he is poorly suited.

In deciding whether a probationary employee should be dismissed or recommended for permanent status, the supervisor might well consider that the average permanent employee remaining thirty years in the district service is likely to be paid as much as a quarter of a million dollars. The supervisor should ask himself if this employee represents a sound, long-term investment of such magnitude.

The recommendation for an increment for a probationary employee gives permanent status.

A principal or department head may extend the probationary period beyond six months in those cases where the six-month period has not been sufficient to determine whether or not to give the employee permanent status. However, an employee cannot be continued in probationary status beyond twelve months.

III. EVALUATING THE PERMANENT EMPLOYEE

The occasion for the annual performance evaluation of a permanent employee provides a major avenue for two-way communication which may be available only in the privacy of a counseling interview. Allowing an employee to tell you what goals he may have for his position and for himself provides an opportunity for you to establish with the employee those goals which will result in achieving or maintaining high levels of performance. In counseling the permanent employee, it is essential to demonstrate how his work affects the continuing successful operation of the entire department or school. Permitting the employee to place his own work and accomplishments in an objective light and in comparatively developing performance goals should provide an opportunity for rededication to the work of the employee's position.

Even when the work performed is complex and of critical importance, the employee whose activities are focused only on home and job may find himself slipping into a rut, albeit a comfortable rut. While his day-to-day activities may vary, an over-all pattern of obsolescence can develop unless outside forces stimulate a refreshing of the employee's thinking about his work. Employees who are encouraged and who do participate in civic or educational activities outside of work and home may find their job performance and work outlook have improved. If an employee's performance has improved noticeably over the past year because of the stimulation of outside activities, this should be noted. Such activities reflect credit on the district, of which he is a 24-hour-a-day representative.

The experienced employee's ideas are often overlooked in planning and developing better organization and procedural methods. The performance evaluation review provides an excellent opportunity to seek the advice of such employees in matters of work simplification, manpower utilization, and procedural improvement.

IV. EVALUATING THE SUPERVISOR

There are various levels and types of supervisory activity within the district organization. It is important, when rating a particular supervisor, to understand how and to what degree each of the factors applies to him.

Who is to be rated as a supervisor? For these purposes, a supervisor is one to whom the responsibility has been delegated to train, supervise, and evaluate other employees. This definition will necessarily eliminate a number of persons who, while they may direct some activities or provide a degree of technical supervision over other employees, have little or no authority to exercise control over other

(CONTINUED)

employees or direct responsibility for the results of their work. For the purposes of this report, an employee who is not delegated the responsibility to complete and sign evaluation reports for other classified employees should not be evaluated as a "supervisor."

V. THE EVALUATION INTERVIEW

1. Review your initial evaluation of the employee's performance, and consider why you evaluated his work as you did.
2. Determine what you want to accomplish in the interview and plan your discussion accordingly. You should have as your main objective an improvement in the employee's performance and will to work. If these are already superior, the objective shifts to one of commendation and maintenance of excellence.
3. Plan to meet in private. If this is the employee's first evaluation interview, anticipate curiosity, tension, or anxiety, and be prepared to minimize these.
4. Create the impression that you have time for the interview and that you consider it highly important.
5. Make the employee feel that the interview is a constructive, cooperative one, by placing primary emphasis upon his development and growth. Avoid any implication that the meeting was arranged for warning or reprimanding the employee (unless, in fact, it was especially arranged for this purpose.)
6. Be open-minded to the opinions and facts presented by the employee. Be willing to learn about him. Don't dominate or cross-examine. Avoid argument. Remember that the employee must do most of the talking at some points of the interview:
 - a. In bringing his opinions and feelings to the surface and to your attention;
 - b. In gaining a better understanding of himself; and
 - c. In identifying his own areas of needed or potential improvement and in making plans to achieve such goals.
7. Pick the right day, time, and place. Don't conduct the interview too soon after a disciplinary action or reprimand. Pick a time when you're in a good mood and when you have reason to believe the employee feels likewise.
8. Talk about the employee's strengths first, covering each point in some detail. This helps start the interview off on the right foot. Remember that the aim is to encourage or sustain high-quality performance, not to "bawl out" the employee.
9. While building upon the employee's strengths, do not fail to discuss his failures or weaknesses and how he can avoid these in the future. Introduce your suggestions for a specific improvement program here if he has not already volunteered good ideas of his own.
10. You should close when:
 - a. You have made clear whatever points you intended to cover;
 - b. The employee has had a chance to review his problems and release any emotional tensions that may exist;
 - c. Plans of action have been cooperatively developed; and
 - d. You and the employee are at a natural stopping point.

Always reassure the employee of your interest in his progress, and indicate willingness to take up the discussion again at any time.

2112 D

Wichita Public Schools

PERFORMANCE RATING
Personnel Office Copy No. 1

Classified Personnel

Employee _____ Job Classification _____ Grade _____ Step _____ Salary _____
 For _____ months period ending _____, 19____
 Department - Building _____

Performance Evaluation:	check (✓) applicable grade				
Job Knowledge:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Volume of Work:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Quality of Work:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Interest in Work:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Punctuality of Performance:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Personal Evaluation:	check (✓) applicable grade				
Attitude:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Dependability:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Industry:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Initiative:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____
Cooperation:	Superior* _____	Good _____	Medium _____	Fair _____	Poor to Unsatisfactory* _____

I consider this employee's over all performance: Superior* _____ Satisfactory _____ Unsatisfactory* _____
 Signed _____ Rating Official _____ Title _____ Date _____, 19____

I acknowledge that this evaluation has been discussed with me.
 Signed _____ Employee _____ Title _____ Date _____, 19____

Approved for: _____ Personnel Director _____ Date _____, 19____

Please return copies No. 1, 2, 3, and 4 of both 2112 D and 2115 D to the Personnel Service Division by _____ Date _____

Must be accompanied with a supplemental written report giving supporting evidence. Use Form 2115 D

2115 D

Wichita Public Schools

PERFORMANCE RATING - SUPPLEMENTAL REPORT
Personnel Office Copy No. 1

Classified Personnel

Date: _____

 Employee's Signature _____ Rating Supervisor's Signature _____



EFFICIENCY RATING FOR PROBATIONARY CLASSIFIED EMPLOYEES
SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Probationary Rating 1
2
3

Name: _____ Classification: _____

School or Office: _____ Probationary Period: From _____ To _____

	OUT- STANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATIS- FACTORY
<i>Quality and Quantity</i>					
A. Does the quality of work meet the accepted standards of the job by being:					
1. Accurate					
2. Complete					
3. Neat					
4. On Time					
<i>Work Habits and Attitudes</i>					
B. Does employee:					
1. Organize his work efficiently?					
2. Use good judgment in performing required work?					
3. Readily learn and apply new ideas, procedures, and techniques?					
4. Exhibit sufficient interest in work to avoid careless errors?					
5. Show resourcefulness in accomplishing work regardless of whether or not supervisor is available for guidance?					
6. Exhibit initiative in completing work?					
7. Abide by rules and regulations?					
8. Accept job responsibilities and carry each assignment through to completion?					
9. Work under pressure without indication of frustration or agitation?					
10. Show willingness to work overtime if necessary?					
11. Ask for time off only with justification?					
12. Fail to report frequently due to illness?					
13. Accept criticism sincerely and benefit by it?					
14. Refrain from using telephone for personal calls?					
<i>Dependability</i>					
C. Does employee:					
1. Continue to work in absence of close supervision?					
2. Comply with instructions in performance of job duties?					
3. Comply with assigned hours of work? (including lunch hour and break time)					
4. Refrain from divulging office information?					
<i>Relationships with People</i>					
D. Does employee:					
1. Work harmoniously with other employees?					
2. Exhibit effectiveness in dealing with the public through:					
(a) personal contacts - friendly, tactful attitude?					
(b) telephone - pleasing voice, helpful and tactful attitude? (if applicable)					
(c) ability to satisfy callers by giving out correct information or offering to obtain it? (if applicable)					
<i>Personal Appearance</i>					
E. Is employee:					
1. Neat in appearance?					
2. Conscientious about personal health habits?					
<i>Supervisory Ability</i>					
F. Does employee plan and direct the work of others effectively?					
OVERALL RATING:					

NOTE: When an employee is marked 'outstanding' or 'unsatisfactory' on any of the above questions, an explanation of the reason on the reverse side of this form is mandatory. Any additional suggestions may be noted on the reverse side.

In signing this report, I do not necessarily agree with the conclusions of the rater.

Signature of Rater _____

Title _____

School or Office _____

Date _____

Signature of Employee _____

Date _____

Distribution of copies: White - Personnel Office
Blue - Rater
Pink - Employee

HUDSON SCHOOL DISTRICT
CLASSIFIED EMPLOYEE
WORK PERFORMANCE REPORT

Name _____ School year _____

Classification _____ School or department _____

Experience in district: Years _____ Months _____

DESCRIBE BELOW:

1. Areas of Strength

2. Areas Needing Improvement

3. Recommendations and/or Comments

Employee

Supervisor

I have reviewed this report and
have had an opportunity to dis-
cuss it with my supervisor.

Signature

Signature

Title

Date

Date

CANTON PUBLIC SCHOOLS, CANTON, OHIO

SECRETARIAL-CLERICAL EMPLOYEES APPRAISAL REPORT

Signatures: (Signature indicates completion of appraisal; not necessarily agreement.)

Employee _____
Principal or _____
Dept. Head _____

Check the square which most nearly expresses your judgment. Be sure it represents a fair and unbiased opinion. Do not allow personal feelings to govern your ratings and do not consider isolated cases. Use reverse side for supplemental commentary.

Date _____

<p>1. QUALITY OF WORK This factor appraises the employees performance in meeting quality standards.</p>	<p>Work completely unsatisfactory. <input type="checkbox"/></p>	<p>Makes numerous mistakes due to carelessness. <input type="checkbox"/></p>	<p>Work is passable. Mistakes made are due to unfamiliarity with job requirements. <input type="checkbox"/></p>	<p>Accuracy and neatness meet full and satisfactory requirements of the job. Little checking of work necessary. <input type="checkbox"/></p>	<p>Consistently does an excellent job. Can be relied upon to carry out any given assignment neatly and accurately. <input type="checkbox"/></p>
<p>2. QUANTITY OF WORK This factor appraises the employees performance in meeting the established quantity standards.</p>	<p>Volume of work completely unsatisfactory. <input type="checkbox"/></p>	<p>Very slow and it is doubtful if employee will be able to meet the desired requirements of job. <input type="checkbox"/></p>	<p>Presently not achieving desired volume of work, but feel employee will meet standards very soon. <input type="checkbox"/></p>	<p>Turns out the amount of work that is considered satisfactory for the position. <input type="checkbox"/></p>	<p>Exceptionally fast, neat and accurate. <input type="checkbox"/></p>
<p>3. FREEDOM FROM SUPERVISION This factor appraises the employees performance in relation to the frequency and amount of supervision required by the job.</p>	<p>Constant supervision needed. <input type="checkbox"/></p>	<p>Must repeat directions frequently. Does not follow directions. <input type="checkbox"/></p>	<p>Requires normal amount of supervision. <input type="checkbox"/></p>	<p>Seldom requires instructions and orders never need repeating. <input type="checkbox"/></p>	<p>Directs own work without supervision. Comprehends the situation very quickly. <input type="checkbox"/></p>
<p>4. ABILITY TO GET ALONG This factor appraises the extent to which the employee is willing to work with his supervisors and associates on the job.</p>	<p>Complete lack of cooperation. <input type="checkbox"/></p>	<p>Waits to be told. Poor attitude. Irritates other people. <input type="checkbox"/></p>	<p>Usually cooperative and eager to get the assignment completed. Seldom causes friction. <input type="checkbox"/></p>	<p>Works very well under pressure. Never causes friction. Leaves a good impression on supervisors and other employees. <input type="checkbox"/></p>	<p>Exceptional cooperation. Goes out of his or her way in helping others. Enthusiastic and accepts suggestions on constructive criticism. <input type="checkbox"/></p>
<p>5. DEPENDABILITY This factor appraises the employees punctuality, attendance, and attitude toward job.</p>	<p>Consistently late and is absent a great deal. Has the same attitude toward job. <input type="checkbox"/></p>	<p>Occasionally late but attendance record above average. Good attitude toward job. <input type="checkbox"/></p>	<p>Very rarely late or absent. Is not a clock watcher and does very well on his or her job. <input type="checkbox"/></p>	<p>Never late or absent. Gives an eight hour day for an eight hour pay. <input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>6. RECOMMENDATIONS How can we improve our department efficiency.</p>	<p>Replace this employee. <input type="checkbox"/></p>	<p>Assign to a less difficult position. <input type="checkbox"/></p>	<p>Satisfactory on present job but not good enough to promote. <input type="checkbox"/></p>	<p>Steadily improving and may soon be ready for a promotion to more responsibility. <input type="checkbox"/></p>	<p>Recommend employee be placed on job with more responsibility. <input type="checkbox"/></p>

SCHOOL CITY OF HAMMOND
PERFORMANCE RATING
 Clerical and Supervisory

Employee.....Classification.....Date of Rating.....

Department or School.....Employment Date.....Date of Last Rating.....

The rating of employees is an important personnel and supervisory function. Not only does a periodic rating permit us to establish a written record of an employee's performance, but gives the supervisor an opportunity to review the work habits of his employees. It is suggested that the rating be discussed with the employee -- he needs and wants to know how he is getting along. We recommend that your rating of an employee be discussed in general terms with the employee.

In your rating of each employee, be fair and impartial, and rate on the entire period since the last rating was made, or since the date of employment if this is the first employee rating. Isolated performances should not be used as criteria in your evaluations.

Please consider each of the following six traits independently from other traits, and mark that space (A, B, C, D, or E) which most accurately describes the employee's performance. Three spaces are provided for high average, or low ratings within each grade. If one or more statements within a box do not fully describe the employee's performance, make a note of it in the space provided for remarks.

TRAIT 1. COOPERATION - How effective is he in working with others, accepting supervision, and in maintaining friendly relationships with fellow workers and others with whom he comes in contact?

A	B	C	D	E
Promote cooperation. Goes out of his way to be helpful. Meets public effectively.	Works smoothly with others without friction. Regularly deals satisfactorily with those with whom he comes in contact.	Usually gets along with others with only occasional minor friction. Has little difficulty in meeting others.	Sometimes reluctant to cooperate and has some difficulty in getting along with others. Some tendency to withdraw from others.	Definite reluctance to cooperate. Withdraws from others.

Remarks:

TRAIT 2. EFFICIENCY - Is he self-reliant and resourceful in his thinking, planning, and performance of his work?

E	D	C	B	A
Requires continual urging to get work done. Plans his work poorly.	Seldom proceeds without fairly explicit instructions. Does just enough to get by. Reluctant to accept responsibility.	Normal ingenuity. Fairly aggressive. Generally accepts responsibility.	Has a constructive imagination and good follow through. Considerable drive. Assumes responsibility willingly.	Unusually resourceful. Strong drive. Eager to assume new responsibilities. Superior performance of work.

Remarks:

TRAIT 3. QUALITY OF WORK - Is he accurate and thorough? Is he neat in his work? (Disregard volume.)

A	B	C	D	E
Unusually high quality. Extremely accurate in work.	Good quality of work. Seldom makes errors.	Acceptable quality. Usually accurate but occasionally requires checking.	Fair quality. Accuracy could be improved. Work must be checked regularly.	Poor quality and frequent errors. Work is carelessly done and lacking in neatness.

Remarks:

(CONTINUED)

OFFICE EMPLOYEES (CONTINUED)

Hammond, Indiana

TRAIT 4. DEPENDABILITY - Does he carry out all instructions conscientiously? Can he be depended upon to get work accomplished?

A	B	C	D	E
Work always on schedule even under most difficult conditions. Exceptionally conscientious in the performance of his duties.	Consistently reliable and conscientious under normal conditions. Does special and regular assignments promptly.	Performs work with reasonable promptness and sincerity. Seldom fails to carry out assigned tasks.	Work occasionally lags. Shows some indifference toward assignments.	Frequently fails to meet work schedules. Shows little interest in completion of tasks.

Remarks:

TRAIT 5. KNOWLEDGE OF JOB - Does he know his job well and its relation to other jobs? Does he understand details and requirements of work?

E	D	C	B	A
Inadequate knowledge of job requirements.	Knowledge of job limited to routine elements.	Average knowledge. Understands job details sufficiently to perform duties of job.	Good understanding of job requirements. Is well informed on his job and related work.	Knows job thoroughly. Learns related details readily. Suggests improvements.

Remarks:

TRAIT 6. JUDGMENT - Does he have the ability to think things through and arrive at accurate conclusions?

A	B	C	D	E
Makes sound decisions based on analysis of facts. Decisions can be relied upon.	Thinks things out carefully and usually makes decisions based on analysis of facts.	Acts judiciously in ordinary circumstances. Faulty judgment evident only occasionally.	Has tendency to be hesitant in making decisions or is inclined to make snap judgments failing to take into consideration all facts.	Unduly hesitant, uncertain and dependent on others. Frequently makes errors in judgment.

Remarks:

1. Attendance - - - - - Good.....Fair.....Poor..... Comments:.....
- Punctuality - - - - - Good.....Fair.....Poor..... Comments:.....
2. Has employee taken any special training since last rating or since employment which has been beneficial to his work?.....
3. Has employee shown improvement since employment or last rating?.....
4. Does the employee have the ability to assume greater (or additional) responsibilities?.....
5. If employee has not completed a probationary period, do you recommend that his services be continued?
6. Has this rating been discussed with employee?.....
- What was the reaction of the employee?.....

Names and Titles of Supervisors:

Signatures of rater(s):

.....

.....

TOLEDO, OHIO
Conference Report

Date _____

Clerk _____ Position _____

Date of conference _____

REPORT AND RECOMMENDATIONS:

Signature of Principal or Supervisor

This is to certify that I have read the above information and discussed it with the principal or supervisor responsible for the report.

Signature of Clerk

(CONTINUED)

Probationary Report for Clerical Staff

PUBLIC RELATIONS: () Satisfactory. Numbers checked need attention.

1. Is she gracious in admitting people to the office? 2. Is she pleasant in dealing with teachers? 3. Parents? 4. Children? 5. Does she handle telephone calls properly?

Additional descriptive items, explanation, or comment.

DEPENDABILITY: () Satisfactory. Numbers checked need attention.

1. Is she prompt in reporting for work? 2. Is she regular in attendance?
3. Does she make good use of her time?

Additional descriptive items, explanation, or comment.

QUALITY OF WORK: () Satisfactory. Numbers checked need attention.

1. Does she follow directions well? 2. Is she accurate? 3. Is her typing satisfactory? 4. Mimeographing? 5. Reports? 6. Are handwritten reports (figures, etc.) legible and neat?

Additional descriptive items, explanation, or comment.

INITIATIVE: () Satisfactory. Numbers checked need attention.

1. Is she able to work without supervision? 2. Can she see things to do without being told? 3. Does she plan her work ahead? 4. Does she make proper suggestions about how work might be done? 5. Does she show too much initiative--preferring to do things her way rather than to accept suggestions?

Additional descriptive items, explanation, or comment.

ATTITUDE: () Satisfactory. Numbers checked need attention.

1. Is she enthusiastic in her work? 2. Is she cheerful? 3. Is she willing to do all assignments? 4. Is she loyal to the school? 5. The principal? 6. The Board of Education? 7. Does she have a business-like appearance?

Additional descriptive items, explanation, or comment.

OFFICE EMPLOYEES

Milwaukee, Wisconsin

Clerical Evaluation

_____ Miss, Mrs. or Mr. _____ Date _____
 Surname Given Name
 _____ School _____ Original Appointment Date _____ Present Classification _____ Salary Range _____

APPEARANCE

- _____ Very good
- _____ Generally acceptable
- _____ Room for improvement

TACT AND SELF-CONTROL

- _____ Exceptional
- _____ At ease and self-assured
- _____ Easily upset

VOICE OR SPEECH

- _____ Exceptionally pleasant
- _____ Generally pleasant
- _____ Poor expression

ATTITUDE TOWARD WORK

- _____ Enthusiastic
- _____ Sustained interest
- _____ Occasionally wastes time

JUDGMENT

- _____ Decisions reliable
- _____ Generally uses good judgment
- _____ Unreliable

QUANTITY OF WORK

- _____ Turns out more than general run
- _____ Satisfactory output
- _____ Does less than can be expected

QUALITY OF WORK

- _____ Outstanding
- _____ Satisfactory
- _____ Poor

PLANNING WORK

- _____ Work very well organized
- _____ Work systematic
- _____ Work very disorganized

DEPENDABILITY

- _____ Works without supervision
- _____ Reliable
- _____ Work must be supervised

CAPACITY AND ALERTNESS

- _____ Useful in many assignments
- _____ Average ability to perform assignments
- _____ Can perform only routine tasks

ATTENDANCE AND PUNCTUALITY

- _____ Rarely absent or late
- _____ Occasionally absent or late
- _____ Often absent or late

COOPERATIVENESS

- _____ Exceptional
- _____ Cooperates well
- _____ Difficult to work with

161 9-65 Milwaukee Public Schools

The principal is to check the appropriate items on this card which apply to the services of this particular employe.
 For full-time regular clerical employes, an evaluation report should be submitted to the Superintendent's Office on or before May 15th of each year.
 For clerical personnel who leave our employ during the year an evaluation card should be submitted immediately.
 An evaluation card should be submitted at the termination of service for every substitute clerical employe who works five or more consecutive days at your school.

Enter in space below any comments you wish to make concerning employe's strong points or outstanding abilities.

Enter in space below any comments you wish to make concerning employe's weak points, with suggestions for improving performance or correcting deficiencies.

This rating was reviewed by employe on _____

This rating was not reviewed by employe because _____

_____ Signature of Principal or Department Head

YONKERS PUBLIC SCHOOLS
Yonkers, N. Y.
PERSONNEL DEPARTMENT

EVALUATION for Probationary School Aide Employees

Name of Employee _____ Began work _____

Address _____ Assigned _____
School or department

Please complete this rating sheet and forward to the Director of Personnel by _____

A. PERSONALITY AND CHARACTER

1. Does she appear neat and clean?
2. Does she cooperate?
3. Does she practice self-control? (speech and manner)
4. Does she get along well with adults?
children?
5. Is she a willing worker?
6. Does she accept direction well?
7. Is she generally pleasant?
8. Has she a complaining attitude?

Always	Usually	Never

B. PUNCTUALITY AND ATTENDANCE

1. Does she report for work on time?
2. Does she leave the job before the assigned
quitting time?
3. Does she put in an honest day's work?
4. Does she lose time from work for any reason?

C. EXECUTION OF WORK

1. Does she get work done on time?
2. Is her work accurate?
3. Does she spend too much time in talking?
4. Does she work overtime?

D. QUALITY OF WORK IN ASSISTING TEACHER

1. Supervision of cafeteria, halls, etc.
2. Inventory and distribution of materials, etc.
3. Routine classroom clerical work
4. Supervision of milk and lunch program
5. Duplicate materials
6. Register kindergarten and pre-school children
7. Supervision of school projects, etc.
8. Other (bus, etc.) _____
9. Does individual show promise of becoming a good worker?

Excellent	Good	Fair	Poor

YES _____ NO _____

Training: Has this employee been given in-service training? YES _____ NO _____

If yes, what kind _____

Do you wish to retain this employee? _____

Comments and recommendations: _____

Date

Signature of Principal

TEACHER AIDES

PITTSBURGH, PENNSYLVANIA

RATING FORM FOR AIDES AND TEAM MOTHERS

S-Superior
 E-Excellent
 G-Good
 F-Fair
 U-Unsatisfactory

Composite Rating

Rated by _____ Name _____ Position _____ School _____
 Signature _____ Date _____

Rating	Remarks	Rating	Remarks
I. PERSONALITY			
	A. General appearance		
	B. Health and vigor		
	C. Voice		
	D. Relationships with:		
	1. Administrative staff		
	2. Teachers		
	3. Fellow workers		
	4. Pupils		
	5. Public		
	6. Others		
	E. Tact		
	F. Cooperation		
II. SKILLS AND TECHNIQUES (Use "I" if inapplicable)			
	A. Typing		
	B. Filing		
	C. Care and operation of audio-visual aids		
	D. Stock room and supplies		
	E. Housekeeping		
	F. Bulletin board displays		
	G. Written reports		
	H. Record keeping		
	I. Food handling		
	J. Working with children under teacher direction		
III. GENERAL QUALITIES			
	A. Industry		
	B. Speed		
	C. Organization		
	D. Punctuality		
	E. Attendance		
	F. Thoroughness		
	G. Judgment		
	H. Initiative		
	I. Loyalty		
	J. Memory		
	K. Acceptance of supervision		
	L. Flexibility		
	M. Understanding of function		

V. OTHER INFORMATION

A. Self improvement - Attendance at night school, university classes or other means. Specify. _____

B. Is progressive - quality of work is improving from year to year _____

C. Outstanding traits, talents or abilities not cited elsewhere _____

D. Comments _____

E. If employee has terminated service with the Board of Education, would you recommend rehiring? Yes _____ No _____

IV. LENGTH OF SERVICE

A. In Pittsburgh Public School System Months _____ Years _____

B. In present position _____

C. In this building _____

MODESTO CITY SCHOOLS
Teacher Aide Evaluation Form

NAME _____ DATE OF EMPLOYMENT _____

SCHOOL OR DEPARTMENT _____

Salary: Range _____ Step _____

1 - Acceptable

2 - Needs improvement

PERFORMANCE

PERSONAL QUALITIES

- _____ Ability to learn details
- _____ Acts with minimum of instruction
- _____ Completion of assignments
- _____ Accuracy
- _____ Thoroughness
- _____ Cooperation with teachers
- _____ Cooperation with pupils
- _____ Operates at pupil level
- _____ Skillful use of materials
- _____ Attention to routine matters
- _____ Care of equipment and supplies
- _____ Disciplinary control

- _____ Neatness of work
- _____ Personal appearance
- _____ Attendance
- _____ Promptness
- _____ Discreteness (as to talkativeness)
- _____ Fairness and impartiality to pupils
- _____ Accepts suggestions for improvement
- _____ Attitude toward responsibilities
- _____ Interest
- _____ Use of acceptable English
- _____ Self-improvement

(Use back of sheet if necessary)

Employee's strong points _____

Recommendations for improvement _____

Other comments _____

RECOMMENDATION: Recommend employee's retention _____

Recommend employee's dismissal _____

Teacher has been consulted _____

Rating, review and comments made by:

NAME _____ POSITION _____

Employee's signature _____ Date _____

SHORELINE SCHOOL DISTRICT
Plant FacilitiesCONFERENCING GUIDE

Most of us would appreciate an opportunity periodically to sit down with our immediate supervisor in an unhurried talk about our mutual strengths and weaknesses, how we can grow and develop with changing needs of the Shoreline School District, and take stock of about how we stand.

Supervisors would profit as much as other employees from this investment in time together. No one person can possibly know everything about all jobs. Each man or woman has his own unique contribution to make to the job, to his fellowman, and to the world. Most men desire more from the job than just a pay check. Each wants to do better than to just "put in" eight hours a day. Most men desire an opportunity to show their initiative, want to have some areas for which they can take pride in accomplishment.

Toward this goal, the Shoreline Salary Schedule for classified employees was designed to encourage each man to better himself. For example, a person hired as a sweeper, salary classification "A" is urged to attend steam engineers' classes, and when he has passed the examination for steam engineer, grade 5, he is entitled to a raise of \$22.50 a month, and so on to grades 4 and 3.

Few school districts in the U.S. go so far to encourage workmen to improve themselves. Similarly, maintenancemen, bus drivers, mechanics, and others are encouraged to prepare themselves for whatever opportunities might be offered in the future.

Experience on the job is important, and the school district assumes that each employee becomes more valuable with each year of employment in the district, up to his maximum salary limitation. This may or may not be so. Newly hired employees often come to the district with a background of experience, training and skill that enables them to more quickly assume more responsible positions with higher pay. It would seem unfair to penalize such unusually competent workmen by holding to a strict seniority system.

Therefore, in all fairness, an evaluation of performance is necessary. Each of us is evaluated or rated in almost every facet of life. We are rated by the credit bureau as excellent, good or poor, in the manner in which we manage our money. Those going into military service are tested and rated in every way possible. Even politicians are evaluated by the voters and promoted, kept in the same office, or replaced. A salesman is rated by his sales efforts, and paid a commission based on his efforts.

In Shoreline, the entire school district is evaluated by the voters every year when special levy measures are on the ballot. The school board members face constant evaluation of their performance, and each school board meeting is in itself an evaluation process for the school board members, the superintendent, business manager, and the total educational effort. Sharp questioning takes place, not only from school board members, but also from individual citizens and groups. The end result is a continuing re-evaluation of the educational program in Shoreline, and how well the public's dollars are being managed to give the most return for each dollar spent.

(CONTINUED)

Shoreline School District

Enclosed is a copy of the evaluation forms being used in Shoreline. We hope that the following would be agreeable with all:

1. Each man's department supervisor will check with each employee for a conferencing appointment.
2. A day or so prior to the appointment, the workman should evaluate himself on the attached forms.
3. During conference time, workman and supervisor compare notes on evaluation, covering strength, weaknesses, and areas of potential growth.
4. After the conference, each workman will be given a rating form on which to evaluate the services provided by the Plant Facilities Department, and to give suggestions for improvement. These need not be signed by workmen, but should be placed in a sealed envelope and sent by school mail to the Plant Facilities Office, addressed to the department supervisor for which the message is intended. Such messages, like all evaluations, are treated as confidential, and are intended for use by the individual for his growth only.

This booklet is intended to be used for two conferences during this year. We hope that all will profit from this investment of time together. If at any time an additional conference is desired, call the Plant Facilities Office for an appointment with the supervisor you wish to see.

He who works with his hands is a laborer,

He who works with his hands and his head
is a craftsman,

He who works with his hands, his head, and
his heart is an artist.

---unknown

May we all become artists!

(CONTINUED)

**SHORELINE SCHOOL DISTRICT
Plant Facilities Dept.**

EFFICIENCY RATING FOR CLASSIFIED EMPLOYEES

(Return this form to P-F Office)

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. Is employee punctual in complying with assigned working hours?			
2. Does employee report to work in a friendly and pleasant manner?			
3. Does employee present a neat and appropriate appearance?			
4. Does employee show interest in work performed?			
5. Does employee request time off frequently?			
6. Is employee dependable in locking doors and closing windows?			
7. Does employee comply with written and/or oral instructions in performance of job duties?			
8. Does employee take care of tools and equipment?			
9. Does employee organize his work well?			
10. Does the employee complete the work required in the allotted time?			
11. Does employee readily accept and apply new ideas, procedure, rules, and techniques?			
12. Does employee show ability to get along with other employees?			
13. Does employee show effectiveness in dealing with the public?			
14. Does employee show leadership?			

EMPLOYEE _____

Over-all Rating:

Above Average _____ Average _____

Below Average _____

Rated By _____

Date _____

Use reverse side for comments on employee's performance, such as conferences held regarding improvement, date of conference, and/or other suggestions or recommendations.

SHORELINE SCHOOL DISTRICT

Plant Facilities

TO: TO ALL SHORELINE PLANT FACILITIES PERSONNEL

FR: Plant Facilities Supervisors - Custodial, Maintenance, and Transportation Departments

RE: Evaluation of Services performed by your supervisors and general working conditions

Recently, you participated in an evaluation conference with your immediate supervisor, but mostly the talk was about how you were doing, your areas of strengths and weaknesses, how you might grow with new job demands. Now, we would like to have your ideas on how your supervisors can help you do a better job. Please try to be frank and honest so that each supervisor might sit down with your evaluation of his efforts and readily see what you believe are his strengths and weaknesses. No signature is necessary, but sign if you wish.

The form should be sent in a sealed envelope marked Personal to the supervisor for which intended. Get this in as soon as possible.

TO: Supervisor of: Custodial _____ Maintenance _____
 Transportation _____ Adm. Assistant for
 Plant Facilities _____

Please indicate your position:

Head Custodian _____
 Asst. H. Cust. _____
 Custodian _____
 Maintenceman _____
 Groundsman _____
 Bus Driver _____
 Mechanic _____
 Other _____

Please Check:

1. Availability when needed - You have a problem - you notify supervisor's office, do you get a prompt response? Yes _____ No _____
2. Supervisor's handling of the problem - Did he help you solve the problem? Promptly? Excellent _____ Good _____ Fair _____
 Poor _____.
3. Have you ever asked for a conference with a supervisor and not been granted an interview? Yes _____ No _____.
4. How well does the supervisor help you to secure needed equipment and supplies to do your work; Excellent _____ Good _____ Fair _____
 Poor _____.

(CONTINUED)

Shoreline School District

5. How well does the supervisor help you to have a fair and equal work load? Excellent Good Fair Poor
6. How well does the supervisor try to understand your problems? Reprimand when necessary, praise when deserved? Excellent Good Fair Poor
7. The amount of supervision given to you is (frequency of supervisor's visits, etc.) Too often About right Too seldom
8. How would you rate the amount of help-advice, constructive criticism, or actual demonstration of "how to do it" given by the supervisor? Excellent Good Fair Poor
9. Are instructions for work clear, specific, easily understood? Excellent Good Fair
10. Are you encouraged to use your own initiative in figuring ways to get the job done better? Yes No
11. How well are your phone calls (if any) to the supervisor's office handled? Friendly, Helpful? Excellent Good Fair Poor
12. How would you rate general working conditions on your job? Excellent Good Fair Poor
13. How would you rate the fairness of your salary in view of your background, training and responsibilities? Excellent Good Fair Poor
14. How would you rate the fairness of the Shoreline Salary Schedule in the union agreement? Excellent Good Fair Poor
15. How would you rate your satisfaction with your job? Excellent Good Fair Poor
16. How well are your suggestions for improvement received by supervisors? Excellent Good Fair Poor

If additional space is required for comments on any of the above items or any other suggestions, use reverse side of this page.

Thank you. Your help is appreciated.

PRINCIPAL'S EVALUATION OF HEAD CUSTODIAN

Granite District Public Schools

 School Custodian Date

WORK INSPECTION	Good	Acceptable	Poor	Unaccept-
Sweeping				
Dusting				
Cleaning: Doors, windows, glass, lights				
Cleaning: Woodwork, painted wainscot or dado				
Cleaning: Closets, storerooms, boiler room				
Cleaning: Toilet rooms, fixtures including chrome & fittings				
Cleaning: Shower rooms, fixtures including chrome pipe & fittings				
Cleaning: Walks, entrances				
Care of Floors: Cleaning, waxing, polishing				
Care of Grounds: Lawns, shrubs, etc.				
Minor Repairs: Broken glass, desks, etc.				
Operation of Plant: Is he being trained in the use and care of heating and ventilation equipment? Yes: No: Is he able to operate the plant satisfactorily? Yes: No: How well?				
Does he (she) have toilet rooms, shower rooms and dressing rooms to keep up? Yes: No: Are they mopped daily? Yes: No: How well?				
Are toilets, urinals and basins cleaned at least once a day? Yes: No: Is chrome polished and shined? Yes: No:				
Remarks:				
CUSTODIAN				
What is his (her):				
Attitude and cooperation with you?				
Attitude and cooperation with other members of custodial crew?				
Relationship with pupils and teachers?				
Personal appearance - cleanliness				
Attendance: is he always on the job during school hours?				
Ability to see and recognize an undesirable situation?				
Ability to organize his work and accomplish it?				
Courtesy, tact, demeanor, deportment				
Industry, efficiency				
Helpfulness, service to the school?				
Aid in promoting good public relations				
SUGGESTIONS FOR IMPROVING CUSTODIAN AND/OR HIS WORK:				

Supervisor's Comments:

 Signature of Principal

 Signature of Head Custodian

FLINT, MICHIGAN

WORK PERFORMANCE CHECKLIST

_____ Name (Last name first)	_____ Classification
_____ Employed where	_____ Shift

NOTE: Check only those statements which best describe the person being rated.

QUALITY OF WORK

- Makes more errors than the average employee doing this type of work.
- Work is generally acceptable.
- Completed work shows care and good judgment in its preparation.
- Work is consistently of very high quality.
- Comments _____

QUANTITY OF WORK

- Must be urged to achieve satisfactory work standards.
- Keeps work up to schedule.
- Maintains a high standard of work.
- Comments _____

WORK HABITS

- Undependable; needs constant watching and direction.
- Work must be constantly checked.
- Has difficulty in following prescribed work procedures.
- Can do better work, but doesn't.
- May absent himself from work without adequate notice.
- Assigned only one type of work which is performed satisfactorily.
- Frequently requires help of supervisor in organizing work.
- Is in regular attendance.
- Is willing worker at all times.
- Can always be depended upon to turn in a good job.
- Adapts himself easily to work assignments.
- Is receptive to new ideas and methods of work.
- Is personable in manner.
- Can be relied upon to handle other phases of the work when needed.
- Comments _____

WORK INTEREST

- Displays little or no interest in his work.
- Would be more suitable for other work assignments.
- Lacks understanding of the overall meaning of the job.
- Takes average interest in his work.
- Has thorough knowledge of his duties.
- Takes exceptional interest in his work.
- Comments _____

RELATIONSHIPS WITH PEOPLE

- Has little feeling of loyalty to his duty.
- Often antagonizes those with whom he is in contact.
- Is inclined to be troublesome.
- Tries to run things his own way.
- Should be more considerate of others.
- Exercises tact.
- Is very tactful in dealing with public and associates.
- Works well with others.
- Receives constructive criticism well.
- Comments _____

(CONTINUED)

OGDEN CITY SCHOOLS

PERSONNEL APPRAISAL - LUNCH MANAGERS

Employee's Name _____ Date _____

School _____

	Highest Rating No. 1			
	1	2	3	4
Understands thoroughly the goals of the program				
Is able and willing to cooperate with the administration				
Understands every procedure of cooking in the kitchen				
Ability to be resourceful in selecting alternate foods				
Ability to perform every job in the kitchen				
Understands sanitary standards and methods				
Ability to train workers on the staff				
Ability to make work schedules				
Ability to get along with teachers and students				
Is always kind but firm in handling people				
Ability to make menus				
Ability to meet a deadline				
Ability to keep records				
Talks with principal - not with people outside the school - about problems with which she may be concerned				
Ability to care for equipment				

Suggestions for improving employee and/or his work _____

Would you recommend for employment next year? Yes _____ No _____

Rated By _____

Position _____

TACOMA SCHOOL DISTRICT NO. 10, WASHINGTON
FOOD SERVICES DEPARTMENT EMPLOYEE EVALUATION SHEET

NAME _____ CLASSIFICATION _____

SCHOOL _____ DATE _____

<u>Type of Rating</u>	<u>Superior</u>	<u>Satis- factory</u>	<u>Needs Improvement</u>
Cook-Manager			
Helper			
Temporary Worker			
Substitute			

PERSONAL APPEARANCE AND HEALTH

Employee wears a clean and neatly pressed uniform daily.
 Shoes as required in pre-employment training instructions.

Employee always wears hairnet and keeps hair clean and well-groomed.

Hands and fingernails are properly cleaned.

JOB ATTITUDE

1. Employee shows interest and enthusiasm in the job.

2. Employee understands and accepts job responsibility.

3. Employee is willing to accept and to apply new methods, policies, and to follow orders.

4. Employee does not allow emotions to interfere with work.

5. Employee understands and completes assigned tasks using care in the use of food supplies and equipment.

6. Employee takes advantage of the opportunity to join and to attend meetings of organizations providing for her professional growth. (Workshops, meetings, etc.)

WORK PERFORMANCE AND ABILITY

1. Employee organizes her work.

2. Employee uses her good judgement in performing her work, planning ahead, and working with minimum supervision.

3. Employee uses technical knowledge in performing her work.

4. Employee has the energy to perform the job efficiently.

(CONTINUED)

	Superior	Satisfactory	Needs Improvement
<u>HUMAN RELATIONS</u>			
Employee cooperates with fellow employees.			
Employee understands and applies the objectives of the Food Services Program in the Tacoma School District.			
Employee responds well to supervision.			
Employee is punctual and reliable.			
Employee ordinarily appears cheerful throughout the day. (More smiles than scowls.)			
Comments on any factor not considered above.			

Signature of Employee

Signature of Evaluator

MODESTO CITY SCHOOLS
BUS DRIVERS EVALUATION FORM

NAME _____ DATE OF EMPLOYMENT _____

ASSIGNMENT _____

Present Salary: Range _____ Step _____

SECTION I	1	2	3	4	5
A. General driving ability					
B. Ability to get along with children					
C. Ability to get along with adults					
D. Bus housekeeping					
E. General attitude					
F. Appearance					
G. Dependability					
H. Absenteeism					
I. Ability to accept suggestions					
J. Adherence to rules and regulations					

Possible 50 Total _____

SECTION II - ACCIDENT RECORD

1. No accidents, scratches, etc.	Plus 30
2. Accidents (Police-cited) Each accident minus 20 to 30	
3. Accidents (not cited, but chargeable) Each minus 5 to 15	
4. Dents, scratches, etc., unaccounted for, Each minus 1 to 5	

Possible 30 Total _____

SECTION III - SENIORITY

For each year of service, maximum 5 years Plus 4

Possible 20 Total _____

TOTAL RATING POSSIBLE 100 _____

SIGNATURE OF EMPLOYEE _____ Date _____

(NOTE: In signing this report, the employee acknowledges having seen and discussed the rating, but does not necessarily agree with the conclusion of the rater.)

RECOMMENDATION:

1) Retention _____

2) Dismissal _____

 Signature of supervisor

(over)

(CONTINUED)

REMARKS:

1. What are the employee's strong points? _____

2. What improvements in performance are suggested? _____

3. Other comments: _____

Date Due

**INDEPENDENT SCHOOL DISTRICT
SIOUX CITY, IOWA**

SCHOOL BUS DRIVER REPORT

SCHOOL DATE

NAME OF DRIVER

Courtesy, Tact, Willingness

Personal Appearance

Use of Liquor or Tobacco

Co-operation with School

Management of Children

Does he keep the bus reasonably clean?

Regularity in Time of Arrival and Departure.....

Remarks

.....

.....

Principal

(Report to be made in ink, in duplicate, once each semester. File one copy with the Business Office, Board of Education, 1221 Pierce Street; retain one copy in building. Please show employee report sent in.)

CABELL COUNTY, WEST VIRGINIA

ATTENDANCE DEPARTMENT

SCHOOL _____ DATE _____

NAME OF ATTENDANCE WORKER VISITING YOUR SCHOOL _____

Approximate number of visits during the year _____

Were visits made regularly as scheduled? Yes _____ No _____
If answer is no, please explain briefly:

Was reporting results of home visits done satisfactorily? Yes _____ No _____
If answer is no, please explain briefly:

Were the referrals from the school received by the attendance worker in a cooperative attitude? Yes _____ No _____
If answer is no, please explain briefly:

Were the referrals made by the principal, assistant principal or other certified personnel assigned by the principal? Yes _____ No _____
If answer is no, please explain briefly:

General rating of service rendered by the attendance worker:
Outstanding _____ Good _____ Average _____ Fair _____ Poor _____
REMARKS:

Is this evaluation based on personal experience by the principal?
Yes _____ No _____

If this appraisal is results from opinion of other school personnel assigned to attendance service, please enter the name of that person,

Signature of Principal

Please print or type replies

Educational Research Service
January 1969

EVALUATION OF NONCERTIFICATED PERSONNEL

School system _____

City _____ State _____ Zip code _____

Name and title of respondent _____

QUESTIONNAIRE FORM

1. Does your school system have a program of evaluation for noncertificated personnel? YES ___ NO ___

If NO, please so indicate and return one copy of this questionnaire.

2. Are any of your noncertificated personnel employed under civil service?

YES ___ NO ___ If YES, which employees? _____

3. Must noncertificated personnel serve a probationary period? YES ___ NO ___

If YES, how long? _____

4. What noncertificated personnel are evaluated and how frequently?

	During PROBATION: How often?	In PERMANENT status: How often?
TEACHER AIDES	_____	_____
CLERICAL AND SECRETARIAL	_____	_____
MAINTENANCE	_____	_____
CAFETERIA	_____	_____
CUSTODIAL	_____	_____
BUS DRIVERS	_____	_____

5. Are printed evaluation forms used? YES ___ NO ___

If YES, please enclose a copy of each form and instructions used.

If NO, how are evaluations recorded? _____

OVER →

6. Which of the following practices are included in your evaluation procedures?

- a. Self-evaluation is REQUIRED.
- b. An evaluator-evaluated planning conference is held before the evaluation period.
- c. The evaluation is completed cooperatively in a conference between the evaluator and the evaluatee.
- d. The evaluation is completed unilaterally by the evaluator.
- e. A conference is held to discuss the evaluation, when completed, with the evaluatee.
- f. The evaluation is automatically reviewed by someone other than the original evaluator (please specify individual or group).

QUESTIONNAIRE FORM

- g. The evaluatee signs the evaluation to signify that it has been discussed with him.
- h. The evaluatee receives a copy of the evaluation.
- i. The evaluatee may file a dissenting statement if he is not satisfied with the assessment (please explain).

7. Please include below any additional information or comments regarding your evaluation procedures for noncertificated personnel.

REMINDER: Please enclose copies of evaluation forms and instructions used.

RETURN ONE COPY TO: Educational Research Service, Box 5, NEA Building
1201 Sixteenth Street, N. W., Washington, D. C. 20036



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