

# Santa Rosa District Schools



## Educational Support Evaluation System 2020-2021

Tim Wyrosdick  
Superintendent of Schools  
Updated July 2020

DISTRICT 1  
Linda Sanborn

DISTRICT 2  
Buddy Hinote

DISTRICT 3  
Carol Boston

DISTRICT 4  
Jennifer Granse

DISTRICT 5  
Wei Ueberschaer



Timothy S. Wyrosdick  
Superintendent of Schools

5086 Canal Street Milton, Florida 32570-6706

Phone: 850/988-5012

Suncom: 689-5012

Cellular: 850/777-7762

Facsimile: 850/988-5013

E-mail: WvrosdickT@mail.santarosa.k12.fl.us


MEMO OF UNDERSTANDING

April 25, 2013

Santa Rosa District Schools and Santa Rosa Professional Educators have been involved in the development of this Educational Support Evaluation System. It was approved by the Santa Rosa School Board in public session on April 25, 2013 and also endorsed by Santa Rosa Professional Educators.

The Santa Rosa School Board and the Santa Rosa Professional Educators will continue to negotiate in good faith to design and improve this Educational Support Evaluation System.

This document incorporates student surveys and parent surveys along with student assessment scores as part of Educational Support Evaluation. This will make our Educational Support Evaluations consistent with the components of our Administration and Instructional Evaluations.

  
Rhonda Chavers, SRPE President

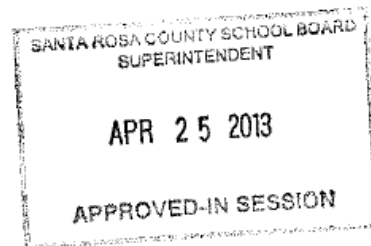
4/23/2013  
Date

  
Tim Wyrosdick, Superintendent of Schools

4/23/13  
Date

  
Diane Coleman, School Board Chairperson

4/25/13  
Date



**Santa Rosa District Schools  
Educational Support Evaluation System  
Table of Contents**

	<u>Page</u>
<b>Santa Rosa Professional Educators and School Board Approval</b>	<b>2</b>
<b>Explanation of Terms</b>	<b>4</b>
<b>Overview of System</b>	<b>5</b>
<b>Attachments</b>	
<b>A) Educational Support Evaluation Rubric</b>	<b>9</b>
<b>B) References</b>	<b>15</b>
<b>C) Education Support Evaluation</b>	<b>17</b>
<b>D) Sample Evaluation</b>	<b>21</b>

# Santa Rosa District Schools Educational Support Evaluation System

## Explanation of Terms

**Assessment** – Measurement of student achievement.

**Educational Support Personnel** – Any Educational Support Personnel (ESP) in the school district. This includes not only school based educational support employees, but also bus drivers, maintenance employees, etc.

**Effective** – This is a final overall evaluation category just below “highly effective.” This rating would qualify for level increase.

Florida Standards Alternative Assessment (FSAA) – This is the test used to measure learning gains with our most challenged ESE students. The results from this test will be used to measure our ESE teachers.

**Florida Standards Assessment** – This is the major test used to measure student performance in the State of Florida core area classes.

**Highly Effective** – This is the highest category on the educational support evaluation. This rating would qualify the Education Support employee for level increase.

**Needs Improvement** – This is a final overall evaluation rating. It is above “unsatisfactory” but below “effective.” It does not qualify for performance pay.

**Performance Level** – Refers to how a student does on the state assessment such as FCAT.

**Proficiency Level Student** – This refers to student results on statewide assessments where learning gains are not measured. Example: FCAT Science

**Tally** – Refers to each recording by the administrator during evaluations with Education Support employees. The total of these tally marks is used along with the proficiency scale to determine an ESP’s effectiveness.

**Unsatisfactory** – This is the lowest overall rating on the Education Support employee evaluation system. It does not qualify for a level increase. Any mark of Unsatisfactory on the evaluation instrument must have supporting comments to indicate ways for the employee to improve.



# **Santa Rosa District Schools Educational Support Evaluation System**

Adopted 2012 - 2013

## **Overview of System**

### Introduction

During school year 2012-2013, a District committee was established with the intent to construct a new Evaluation System for Educational Support employees in the Santa Rosa District School system. This revision of the evaluation system follows significant changes mandated by the Florida legislature and the Race to the Top grant in the Instructional and Administrative Evaluation systems.

We have decided to incorporate many of these changes into the new Educational Support Evaluation System.

The members of the committee are:

Kelly Allen, Assistant Principal, S.S. Dixon Primary School

Rhonda Chavers, SRPE President

Susan Crawford, Teacher on Special Assignment, Race to the Top Facilitator

Emily Donalson, Assistant Principal, Avalon Middle School

Diane Evans, Paraprofessional I, Pace High School

Diane Hardy, Internal Funds Bookkeeper, Berryhill Elementary School

Joey Harrell, Assistant Superintendent, Administrative Services

Lewis Lynn, Assistant Superintendent, Human Resources

Jeannette Miller, Teacher Assistant, Locklin Technical Center

Sandra Perdue, Paraprofessional IW (ESE), S.S. Dixon Primary

Terri Powell, Personal Assistant, Human Resources

Marianne Robey, Teacher on Special Assignment, Professional Development Specialist

Debra Sims, Curriculum Specialist (ESE), Berryhill Administrative Center

Floyd Smith, Assistant Principal, Milton High School

Pam Smith, Principal, Bennett C. Russell Elementary

The new evaluation system was developed during school year 2012-2013 to be implemented during school year 2013-2014. This new system will be housed in our Professional Growth System. All Educational Support employees will receive an orientation to the new evaluation system during preplanning of school year 2013-2014.

### Evaluation Overview

The Educational Support Evaluation instrument will consist of six sections: Section I– Self-Assessment, Section II- Supervisor Evaluation and Section III- Overall Evaluation.



PEARS System

#	By	Info	Date Observed	Type	Rating	Status
No observation(s) exist for the selected school year.						

4 = Highly Effective | 3 = Effective | 2 = Needs Improvement | 1 = Unsatisfactory

● Requires Comment    ● Contains Comment(s)    ● Active Comment

Dependability						
	4	3	2	1		
<input type="radio"/> <input type="radio"/> Punctuality						
<input type="radio"/> <input type="radio"/> Attendance						
<input type="radio"/> <input type="radio"/> Schedule/Work Hours						
<input type="radio"/> <input type="radio"/> Rules and Regulations						
<input type="radio"/> <input type="radio"/> Competence and Judgment						

Quality/Quantity of Work						
	4	3	2	1		
<input type="radio"/> <input type="radio"/> Safe Work Habits						
<input type="radio"/> <input type="radio"/> Accuracy						
<input type="radio"/> <input type="radio"/> Responsibility						
<input type="radio"/> <input type="radio"/> Time Management						

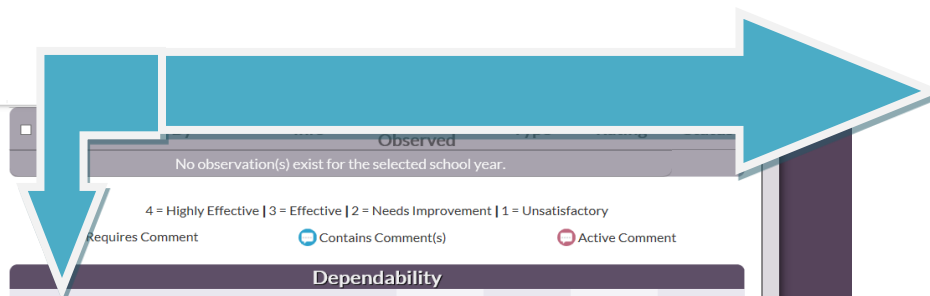
SCALE: These 4 ratings are used by the Educational Support employee to rate themselves on each of the indicators.

	4	3	2	1		
<input type="radio"/> <input type="radio"/> Professional Growth and Knowledge						
<input type="radio"/> <input type="radio"/> Resourcefulness						
<input type="radio"/> <input type="radio"/> Suggestions for Improvement						

Interpersonal/Attitude						
	4	3	2	1		
<input type="radio"/> <input type="radio"/> Considerate						
<input type="radio"/> <input type="radio"/> Communication with Supervisor						
<input type="radio"/> <input type="radio"/> Handles Conflict						
<input type="radio"/> <input type="radio"/> Self-Control						
<input type="radio"/> <input type="radio"/> Respect						

Personal						
	4	3	2	1		
<input type="radio"/> <input type="radio"/> Dress						
<input type="radio"/> <input type="radio"/> Personal Habits						
<input type="radio"/> <input type="radio"/> Personal Business						
<input type="radio"/> <input type="radio"/> Accountability						

INDICATORS: These 21 indicators, divided into 5 major area below, make up the Self-Assessment portion of the Educational Support employees' evaluation. These indicators address the major points of each area.



**INDICATORS:** These 21 indicators, divided into the 5 major areas below, make up 100% of the Educational Support employee's evaluation. These indicators address the major points of each area.

Observed  
No observation(s) exist for the selected school year.

4 = Highly Effective | 3 = Effective | 2 = Needs Improvement | 1 = Unsatisfactory

Requires Comment   Contains Comment(s)   Active Comment

### Dependability

	4	3	2	1
<input type="radio"/> Punctuality				
<input type="radio"/> Attendance				
<input type="radio"/> Schedule/Work Hours				
<input type="radio"/> Rules and Regulations				
<input type="radio"/> Competence and Judgment				

### Quality/Quantity of Work

	4	3	2	1
<input type="radio"/> Safe Work Habits				
<input type="radio"/> Accuracy				
<input type="radio"/> Responsibility				
<input type="radio"/> Time Management				
<input type="radio"/> Professional Growth and Development				
<input type="radio"/> Resourcefulness				
<input type="radio"/> Suggestions for Improvement				

### Interpersonal/Attitude

	4	3	2	1
<input type="radio"/> Considerate				
<input type="radio"/> Communication with Supervisor				
<input type="radio"/> Handles Conflict				
<input type="radio"/> Self-Control				
<input type="radio"/> Respect				

### Personal

	4	3	2	1
<input type="radio"/> Dress				
<input type="radio"/> Personal Habits				
<input type="radio"/> Personal Business				
<input type="radio"/> Accountability				

**SCALE:** These 4 ratings are used to rate the employee on each of the indicators. Each rating has a numeric rating also. Highly Effective is a 4.0, Effective is a 3.0, Needs Improvement is a 2.0 and Unsatisfactory is 1.0.



The overall evaluation will use the following ratings to determine the final rating:

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

### Notification of Unsatisfactory Performance

If for some reason, an employee has unsatisfactory job performance, notice must be given prior to the transfer period.

### Employment

Florida Statute 10.12.40 Educational support employees.

- (1) As used in this section:
  - (a) "Educational support employee" means any person employed by a district school system who is employed as a teacher assistant, an education paraprofessional, a member of the transportation department, a member of the operations department, a member of the maintenance department, a member of food service, a secretary, or a clerical employee, or any other person who by virtue of his or her position of employment is not required to be certified by the Department of Education or district school board pursuant to s. 1012.39. This section does not apply to persons employed in confidential or management positions. This section applies to all employees who are not temporary or casual and whose duties require 20 or more hours in each normal working week.
  - (b) "Employee means any person employed as an educational support employee.
- (2)
  - (a) Each educational support employee shall be employed on probationary status for a period to be determined through the appropriate collective bargaining agreement or by district school board rule in cases where a collective bargaining agreement does not exist.
  - (b) Upon successful completion of the probationary period by the employee, the employee's status shall continue from year to year unless the district school superintendent terminates the employee for reasons stated in the collective bargaining agreement, or in district school board rule in cases where a collective bargaining agreement does not exist, or reduces the number of employees on a districtwide basis for financial reasons.
  - (c) In the event a district school superintendent seeks termination of an employee, the district school board may suspend the employee with or without pay. The employee shall receive written notice and shall have the opportunity to formally appeal the termination. The appeals process shall be determined by the appropriate collective bargaining process or by district school board rule in the event there is no collective bargaining agreement.

### Training Requirement for Administrators and Employees

Each summer prior to preplanning, all administrators will be trained on all evaluation systems. This will include training on the evaluation process including practicing marking the evaluation instruments. Educational Support employees will be trained on the evaluation system during preplanning by the school site administrator.

References used in creating this Santa Rosa District Schools Evaluation System are included as **Attachment G**.

## **ATTACHMENTS**

- A. Educational Support Evaluation Rubric
- B. References
- C. Education Support Evaluation
- D. Sample Evaluation



# Attachment A

## Educational Support Evaluation Rubric

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

<b>Dependability</b>					
	<b>Highly Effective (4.0)</b>	<b>Effective (3.0)</b>	<b>Needs Improvement (2.0)</b> <b>(Comments Required)</b>	<b>Unsatisfactory (1.0)</b> <b>(Comments Required)</b>	<b>Comments</b>
<b>Punctuality</b>	Always arrives to work location, meeting and other assigned duties in timely manner.	Consistently arrives to work location, meetings, and other assigned duties in a timely manner.	Consistently arrives late to work location, meetings, and other assigned duties.	Consistently arrives late to work location, meetings, and other assigned duties or does not arrive as assigned.	
<b>Attendance</b>	Attendance surpasses the effective indicator; rarely uses leave.	Exhibits pattern of reasonable attendance without using unpaid leave.	Inconsistent pattern of attendance requiring the use of unpaid leave days.	Inconsistent pattern of attendance requiring unpaid and unapproved leave.	
<b>Schedule/Work Hours</b>	Willingly works extended hours when necessary.	Works extended hours when necessary.	Reluctantly works extended hours when necessary.	Not available to work extended hours when necessary.	
<b>Rules and Regulations</b>	Serves as a source of reference for district, state, and federal rules and regulations, and School Board policies.	Adheres to district, state, and federal rules and regulations, and School Board policies.	Is not familiar with district, state, and federal rules and regulations, and School Board policies.	Does not adhere to district, state, and federal rules and regulations, and School Board policies.	
<b>Competence and Judgment</b>	Has outstanding analytical ability and judgment. Can be depended upon in all situations.	Displays sound judgment and does not require direction.	Normally uses good judgment but not on a consistent basis; requires some direction.	Lacks good judgment; requires considerable direction.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

<b>Quality/Quantity of Work</b>					
	<b>Highly Effective (4.0)</b>	<b>Effective (3.0)</b>	<b>Needs Improvement (2.0) (Comments Required)</b>	<b>Unsatisfactory (1.0) (Comments Required)</b>	<b>Comments</b>
<b>Safe Work Habits</b>	Exercises safe working habits and sets the example for others.	Exercises safe working habits.	Inconsistent in exercising safe working habits.	Does not adhere to safe working habits.	
<b>Accuracy</b>	Performs tasks with accuracy, neatness, and thoroughness serving as a resource for peers.	Performs tasks with accuracy, neatness and thoroughness.	Inconsistently performs tasks with accuracy, neatness, and thoroughness.	Work product lacks accuracy, neatness, or thoroughness.	
<b>Responsibility</b>	Consistently handles designated level of responsibility in an appropriate and effective manner.	Usually handles designated level of responsibility in an appropriate and effective manner.	Inconsistently handles designated level of responsibility.	Does not handle designated level of responsibility in an appropriate and effective manner.	
<b>Time Management</b>	Always achieves established priorities and meets objectives and deadlines.	Maintains efficient use of time and materials.	Inconsistent in use of time and occasionally misses deadlines.	Unable to coordinate or organize workflow resulting in consistently missing deadlines.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

<b>Initiative</b>					
	<b>Highly Effective (4.0)</b>	<b>Effective (3.0)</b>	<b>Needs Improvement (2.0) (Comments Required)</b>	<b>Unsatisfactory (1.0) (Comments Required)</b>	<b>Comments</b>
<b>Professional Growth and Knowledge</b>	Continuously searches out opportunities to expand knowledge, skills, and abilities related to job responsibilities. Completes all required district in-service	Maintains mastery of new techniques and knowledge related to job responsibilities. Completes all required district in-service.	Fails to complete required district in-service in a timely manner and shows little interest in maintaining mastery of new techniques and knowledge related to job responsibilities.	Does not complete district in-service and is not aware of new techniques and knowledge related to job responsibilities.	
<b>Resourcefulness</b>	Can always be relied on to take action on own judgment. Never needs to be prompted to act.	Takes action; is self-motivated.	Occasionally acts on own judgment but frequently needs to be told to do so; needs reassurance.	Consistently waits for things to happen. Needs to be told what action is necessary.	
<b>Suggestions for Improvement</b>	Pursues new ideas and resources and takes the lead in implementation.	Is open to new ideas and willing to implement new programs or strategies.	Is resistant to new ideas and slow to implement new programs or strategies.	Unwilling to implement new programs or strategies.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

<b>Interpersonal/Attitude</b>					
	<b>Highly Effective (4.0)</b>	<b>Effective (3.0)</b>	<b>Needs Improvement (2.0)</b> <b>(Comments Required)</b>	<b>Unsatisfactory (1.0)</b> <b>(Comments Required)</b>	<b>Comments</b>
<b>Considerate</b>	Consistently maintains a positive work relationship with staff members.	Is pleasant, courteous, and respects the rights of others.	Inconsistently maintains a positive working relationship with staff members.	Does not have a positive working relationship with staff members.	
<b>Communication with Supervisor</b>	Consistently provides supervisor with accurate information in a timely and objective manner.	Provides supervisor with accurate information in a timely and objective manner.	Inconsistently provides supervisor with accurate information in a timely and objective manner.	Does not provide supervisor with accurate information in a timely and objective manner.	
<b>Handles Conflict</b>	Group motivating; is a leader in establishing a positive attitude and resolving conflict	Maintains a positive attitude and works to resolve conflict	Inconsistently maintains a positive attitude and sometimes works to resolve conflict	Does not have a positive attitude and does not work to resolve conflict.	
<b>Self-Control</b>	Is a role model for peers in personal conduct within the work environment	Maintains self-control within the work environment	Occasionally demonstrates a lack of self-control in the work environment	Does not demonstrate self-control in the work environment	
<b>Respect</b>	Consistently interacts with supervisors in a respectful manner.	Interacts with supervisors in a respectful manner.	Inconsistently interacts with supervisors in a respectful manner.	Does not interact with supervisors in a respectful manner.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

<b>Personal</b>					
	<b>Highly Effective (4.0)</b>	<b>Effective (3.0)</b>	<b>Needs Improvement (2.0)</b> <b>(Comments Required)</b>	<b>Unsatisfactory (1.0)</b> <b>(Comments Required)</b>	<b>Comments</b>
<b>Dress</b>	Consistently dresses appropriately for assigned responsibilities.	Dresses appropriately for assigned responsibilities.	Inconsistently dresses appropriately for assigned responsibilities.	Does not dress appropriately for assigned responsibilities.	
<b>Personal Habits</b>	Consistently exhibits good personal habits.	Exhibits good personal habits.	Inconsistently exhibits good personal habits.	Does not exhibit good personal habits.	
<b>Personal Business</b>	Personal business and affairs never interfere with job responsibilities	Personal business and affairs rarely interfere with job responsibilities.	Personal business and affairs interfere with job responsibilities.	Personal business and affairs consistently interfere with job responsibilities.	
<b>Accountability</b>	Always accepts accountability for own actions.	Accepts accountability for own actions.	Generally, accepts accountability for own actions.	Seldom accepts accountability for own actions.	

# Attachment B References

## References

- Essex County College. (1996-2011). Web. *Performance Evaluation Rating Guide for Non-Instructional Personnel*. Retrieved February 11, 2013, from <http://essex.edu/services/hrd/forms/index.html>
- Hernando County School Board. (2012). Web. Professional/Technical Supervisory Annual Evaluation Form. Retrieved February 11, 2013, from <http://hernandoschools.org/index.php/forms/evaluation>
- Leading the Way-Strategies for Transforming Florida Schools*. Florida Association of District School Superintendents. Tampa. January 19-20, 2011. Conference.
- Pilcher, Janet and Lague, Robin. The Studer Group. 2010-11. Personal Interviews.
- Santa Rosa School District Schools. (2012-13). Web. *Santa Rosa District Schools Administrative Evaluation System*. Retrieved April 2, 2013, from <https://www.santarosa.k12.fl.us/>
- Santa Rosa School District Schools. (2012-13). Web. *Santa Rosa District Schools Instructional Evaluation System*. Retrieved April 2, 2013, from <https://www.santarosa.k12.fl.us/>
- Santa Rosa School District Professional Growth System*. True North Logic. 2010-11. Web. <http://santarosa.truenorthlogic.com>



# Attachment C

## Educational Support Evaluation

**Santa Rosa District Schools**  
**Educational Support Evaluation Instrument**

Adopted 2013



**Section I: Self-Assessment – totals not to be included in the final evaluation**

*This Self-Assessment should be kept on file for the evaluation year for reference for supervisor or employee. This section should be completed prior to the end of the first nine weeks.*

<b>Dependability</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Punctuality					
Attendance					
Schedule/Work Hours					
Rules and Regulations					
Competence and Judgment					
<b>Quality/Quantity of Work</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Safe Work Habits					
Accuracy					
Responsibility					
Time Management					
<b>Initiative</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Professional Growth and Knowledge					
Resourcefulness					
Suggestions for Improvement					
<b>Interpersonal/Attitude</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Considerate					
Communication with Supervisor					
Handles Conflict					
Self-Control					
Respect					
<b>Personal</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Dress					
Personal Habits					
Personal Business					
Accountability					

<b>Evaluation Summary</b>	<b>HE (4.0)</b>	<b>E (3.0)</b>	<b>NI (2.0)</b>	<b>U (1.0)</b>
<b>Number of Indicators Marked</b>				

Educational Support Employee's Signature \_\_\_\_\_

\_\_\_\_\_ Date

Supervisor's Signature \_\_\_\_\_

\_\_\_\_\_ Date

**Santa Rosa District Schools**  
**Educational Support Evaluation Instrument**

Adopted 2013

**Section II: Educational Support Evaluation - 80% of Overall Evaluation**

<b>Dependability</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Punctuality					
Attendance					
Schedule/Work Hours					
Rules and Regulations					
Competence and Judgment					
<b>Quality/Quantity of Work</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Safe Work Habits					
Accuracy					
Responsibility					
Time Management					
<b>Initiative</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Professional Growth and Knowledge					
Resourcefulness					
Suggestions for Improvement					
<b>Interpersonal/Attitude</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Considerate					
Communication with Supervisor					
Handles Conflict					
Self-Control					
Respect					
<b>Personal</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Dress					
Personal Habits					
Personal Business					
Accountability					

Evaluation Summary	<b>HE (4.0)</b>	<b>E (3.0)</b>	<b>NI (2.0)</b>	<b>U (1.0)</b>
<b>Number of Indicators Marked</b>				
<b>Overall Evaluation Score</b>	/21	<b>Overall Evaluation Rating</b>		

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Educational Support Employee's  
Signature

Date

Supervisor's Signature

Date

**Santa Rosa District Schools**  
**Educational Support Evaluation Instrument**  
Adopted 2013



**Section III: Overall Evaluation**

This section should be complete within two weeks of the District receiving student performance scores.

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Educational Support Employee's Comments: \_\_\_\_\_

Educational Support Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Comments: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Attachment D

## Educational Support Sample Evaluation

**Santa Rosa District Schools**  
**Educational Support Evaluation Instrument**

Adopted 2013



**Section I: Self-Assessment**

*This Self-Assessment should be kept on file for the evaluation year for reference for supervisor or employee. This section should be completed prior to the end of the first nine weeks.*

<b>Dependability</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Punctuality		2	1		
Attendance		1	2		
Schedule/Work Hours		12			
Rules and Regulations		12			
Competence and Judgment		2	1		
<b>Quality/Quantity of Work</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Safe Work Habits		12			
Accuracy		1	2		
Responsibility		12			
Time Management		12			
<b>Initiative</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Professional Growth and Knowledge		2	1		
Resourcefulness		12			
Suggestions for Improvement		1	2		
<b>Interpersonal/Attitude</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Considerate		12			
Communication with Supervisor		12			
Handles Conflict		2	1		
Self-Control		12			
Respect		12			
<b>Personal</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Dress		12			
Personal Habits		12			
Personal Business		2	1		
Accountability		2	1		

<b>Evaluation Summary</b>	<b>HE (4.0)</b>	<b>E (3.0)</b>	<b>NI (2.0)</b>	<b>U (1.0)</b>
<b>Number of Indicators Marked</b>		15 18	6 3	

Employee's Signature: Employee's Signature Date July 15, 2015

Administrator's Signature: Administrator's Signature Date: July 15, 2015

**Section II: Educational Support Evaluation - 100% of Overall Evaluation**

*This section should be completed by April 15, 2015.*

<b>Dependability</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Punctuality		1			
Attendance		1			
Schedule/Work Hours		1			
Rules and Regulations	1				
Competence and Judgment			1		Requires direction
<b>Quality/Quantity of Work</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Safe Work Habits	1				
Accuracy		1			
Responsibility		1			
Time Management			1		Misses deadlines
<b>Initiative</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Professional Growth and Knowledge		1			
Resourcefulness		1			
Suggestions for Improvement		1			
<b>Interpersonal/Attitude</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Considerate	1				
Communication with Supervisor	1				
Handles Conflict		1			
Self-Control		1			
Respect		1			
<b>Personal</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement Comments Required</b>	<b>Unsatisfactory Comments Required</b>	<b>Comments</b>
Dress		1			
Personal Habits		1			
Personal Business				1	Personal business interferes with job
Accountability		1			



**Santa Rosa District Schools**  
**Educational Support Evaluation Instrument**  
 Adopted 2013

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
<b>Number of Indicators Marked</b>	4x4=16	14x3=42	2x2=4	1x1=1
<b>Overall Evaluation Score</b>	63/21=3.00	<b>Overall Evaluation Rating</b>		Effective

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

**Educational Support Employee's  
Signature**

\_\_\_\_\_  
**Educational Support Employee's signature**

**Date** 05/10/14

**Supervisor's Signature**

\_\_\_\_\_  
**Supervisor's signature**

**Date** 05/10/14



**Santa Rosa District Schools**  
**Educational Support Evaluation Instrument**  
 Adopted 2013



**Section III: Overall Evaluation**

This section should be complete by April 15<sup>th</sup> of each year

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

**Educational Support Employee’s Comments**

**Thank you for the great year.**

**Educational Support Employee’s Signature**

**Educational Support Employee’s signature**

**Date 08/10/14**

**Supervisor’s Comments**

**Thank you for a great year.**

**Supervisor’s Signature**

**Supervisor’s signature**

**Date 08/10/14**

**Administrator’s Signature**

**Administrator’s signature**

**Date 08/10/14**