

Evaluation Handbook

FOR SERVICE PERSONNEL



Kanawha
COUNTY SCHOOLS

Discover. Excel. Advance.



HUMANRESOURCES

PHILOSOPHY OF PERSONNEL EVALUATION FOR KANAWHA COUNTY SCHOOLS

Kanawha County Schools is committed to excellence in education. To achieve this goal, it is necessary for the school system to employ effective, skilled and knowledgeable teachers, service personnel, administrators and support personnel. In order for school personnel to be successful, open and honest evaluation of job performance must be provided on a regular basis.

The Kanawha County School system values the individual work of each employee and has a commitment to insure, to the extent possible, their success.

OBJECTIVES OF SERVICE PERSONNEL EVALUATIONS

Objectives of the employee evaluation process are:

1. To improve job performance and effectiveness
2. To improve employee-supervisor communications
3. To commend areas of strength
4. To identify areas of weaknesses and determine means of improvement
5. To encourage self-improvement
6. To encourage effective use of material, equipment and resources

GUIDELINES FOR SERVICE PERSONNEL EVALUATIONS

1. The immediate supervisor has the responsibility of conducting evaluations.
2. All personnel shall be provided an evaluation form.
3. The evaluation shall be a cooperative effort between the employee and the immediate supervisor.
4. Evaluation by a supervisor must be based upon observations/discussions with the employee during the year of evaluation.
5. Probationary employees shall receive a minimum of two formal evaluations per year to be completed by January 24 and by June 1.
6. Personnel on continuing contracts shall receive a minimum of one formal written evaluation per year to be completed by June 1.
7. A supervisor must counsel any employee whose performance is unsatisfactory - the job description shall serve as the basis for discussion. If unsatisfactory performance continues, a plan of improvement must be written. Thorough documentation of all procedures is required.
8. Thorough documentation of all procedures pertaining to job performance is required. The employee and supervisor shall sign and the employee shall receive a copy of the unsatisfactory evaluation. If either party refuses to sign a document, another employee (preferably another supervisor, if available) must be asked to sign as a witness to the fact that the document has been presented.
9. The employer and employee shall have a copy of the final evaluation. An employee who disagrees with this evaluation may file a written statement to be attached to the final evaluation form. A copy of the evaluation must be sent to the Human Resources Department to be placed in the employee's personnel file. Human Resources will sign off on the final evaluation to be placed in the personnel file.
10. A plan of improvement team will be used when an employee's work performance is unsatisfactory.

DESIGN OF EVALUATION PROCESS

I. EVALUATION FORM

The evaluation form is designed to provide a basis for the employee and supervisor to plan together for the improvement of job performance. A second purpose of the form is to encourage employee self-assessment and continuing job performance improvement.

II. COMPLETING THE EVALUATION FORM

Markings and comments should be typed or made with a pen. The supervisor and employee shall discuss the evaluation in a conference. All signatures shall be in ink.

If space for comments is inadequate, dated and signed attachments may be included.

The supervisor and the employee shall each receive a copy of the signed form. The original copy shall be returned to the Human Resources Department and will be placed in the employee's personnel file.

SECTION A:

Check the appropriate column for each factor. If the factor is not applicable to the employee's job, check Column E.

SECTION B:

This section shall be used to indicate outstanding qualities or performance, particularly if check marks in Section A alone did not adequately describe the performance of the employee.

SECTION C:

This section shall be used to record progress or improvement in performance based on previously set or discussed goals.

SECTION D:

This section shall be used to record the goals for the next evaluation period agreed upon by the employee and the supervisor.

SECTION E:

This section should be used to cite specific reasons for the check mark(s) in Section A, Column D. Record any specific reasons why the employee shall not be recommended for continued employment.

SUMMARY EVALUATION:

When considering the overall performance based on the factors included on the evaluation form, choose one of the four rating levels listed below.

The four rating levels to be used are defined:

LEVEL	DEFINITION
Outstanding	Performance consistently exceeds standards.
Commendable	Performance frequently exceeds standards.
Satisfactory	Performance meets standards.
Unsatisfactory	Performance does not meet standards.

SIGNATURES:

Both supervisor and employee shall date and sign the report. The employee's signature indicates that the conference has been held and that an opportunity to read the report has been provided. The employee's signature does not necessarily imply or indicate agreement with the report. If the employee does not agree with the evaluation, a letter in duplicate stating the employee's position is to be given to the supervisor. The original copy shall be sent to the Human Resources Department to be placed in the employee's personnel file.

If the employee being evaluated refuses to sign the evaluation form, another supervisor shall sign the form in the "Witness" section to indicate that both parties have seen the evaluation form.

**EVALUATION FORM
For Service Personnel**

Name: _____ Employee Number (939..): _____ Date: _____
 KCS Years Exp: _____ JOB TITLE: _____ Tenured: Probationary:
 SCHOOL/DEPARTMENT: _____

A	B	C	D	E		
OUTSTANDING	COMMENDABLE	SATISFACTORY	UNSATISFACTORY	DOES NOT APPLY	FACTOR CHECKLIST Immediate supervisor must check each factor in the appropriate column	SECTION B - Record job STRENGTHS & supervisor performance incidents.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		SECTION C – Record PROGRESS ACHIEVED in attaining previously set goals for improved work performance for personal or job qualifications.
WORK HABITS						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. OBSERVANCE OF WORK HOURS	SECTION D – Record specific GOALS or IMPROVEMENT PROGRAMS to be undertaken during next evaluation period.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. ATTENDANCE	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. COMPLIANCE WITH RULES	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. SAFETY PRACTICES	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. MEETING SCHEDULES	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. ACCEPTANCE OF CHANGE	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. APPEARANCE OF WORK AREA	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. INITIATIVE	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. ATTITUDE	
PERFORMANCE						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. WORK JUDGMENTS	SECTION E – Record specific work performance AREAS FOR IMPROVEMENT or job behavior requiring improvement or correction. (Explain checks in column D)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. PLANNING & ORGANIZING	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. QUALITY OF WORK	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. ACCEPTANCE OF RESPONSIBILITY	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. FOLLOWS INSTRUCTIONS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. PUBLIC RELATIONS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. EMPLOYEE RELATIONS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. EFFICIENCY UNDER STRESS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. OPERATIONS & CARE OF EQUIPMENT	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. WORK COORDINATION	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. PERSONAL APPEARANCE	
PROFESSIONAL DEVELOPMENT						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. KNOWLEDGE OF WORK	SUMMARY OF EVALUATION – this reflects an overall appraisal of the employee’s performances. It is not the total number of checks in each category. <input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Commendable <input type="checkbox"/> Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. JOB-RELATED TRAINING	
FOR EMPLOYEES WHO SUPERVISE OTHERS						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. PLANNING & ORGANIZING	SUPERVISOR: I certify this report represents my best judgments. I recommend continued employment Yes <input type="checkbox"/> No <input type="checkbox"/> Supervisor Signature: _____ Title: _____ Date: _____ EMPLOYEE: I have discussed this evaluation with the supervisor(s) and have received a copy. Employee Signature: _____ Date: _____ HUMAN RESOURCES: Approval Yes <input type="checkbox"/> No <input type="checkbox"/> HR Signature: _____ Date: _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. SCHEDULING & COORDINATION	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. TRAINING & INSTRUCTION	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. PRODUCTIVITY	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. JUDGMENTS & DECISIONS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. LEADERSHIP	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. OPERATIONAL ECONOMY	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. SUPERVISORY CONTROL	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.	

If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position; the copy to be retained by the supervisor and the original to the assistant superintendent for personnel to be placed in my personnel folder.
 WITNESS SIGNATURE WHEN REQUIRED: _____ DATE: _____

Kanawha County Schools
SERVICE PERSONNEL OBSERVATION FORM

Employee: <input style="width: 200px; height: 20px;" type="text"/>	Position: <input style="width: 200px; height: 20px;" type="text"/>
Evaluator: <input style="width: 200px; height: 20px;" type="text"/>	ID#: <input style="width: 200px; height: 20px;" type="text"/>
Date Observed: <input style="width: 200px; height: 20px;" type="text"/>	Work Site: <input style="width: 200px; height: 20px;" type="text"/>

	Meets standards	Does not meet standards
1. Implements and/or maintains a program of service meeting guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
a. Maintains work habits that facilitate a positive work environment.	<input type="checkbox"/>	<input type="checkbox"/>
1. Reports for work at assigned time.	<input type="checkbox"/>	<input type="checkbox"/>
2. Contacts supervisor for work schedule.	<input type="checkbox"/>	<input type="checkbox"/>
3. Follows supervisor's instructions.	<input type="checkbox"/>	<input type="checkbox"/>
4. Meets all scheduled deadlines.	<input type="checkbox"/>	<input type="checkbox"/>
5. Works cooperatively with supervisor and other employees	<input type="checkbox"/>	<input type="checkbox"/>
6. Accepts constructive criticism and makes changes accordingly.	<input type="checkbox"/>	<input type="checkbox"/>
7. Fulfills assigned supplemental duties.	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays knowledge within assigned area of responsibility.	<input type="checkbox"/>	<input type="checkbox"/>
1. Plans and organizes activities to fulfill job responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>
2. Responds well to extraordinary situations.	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses resources and supplies properly.	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintains standards.	<input type="checkbox"/>	<input type="checkbox"/>
5. Realizes the importance of the area of responsibility to the total county educational system.	<input type="checkbox"/>	<input type="checkbox"/>
c. Maintains, completes and submits required reports in a timely fashion.	<input type="checkbox"/>	<input type="checkbox"/>
1. Maintains inventory of supplies and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
2. Completes and submits reports to meet established deadlines.	<input type="checkbox"/>	<input type="checkbox"/>
d. Maintains and/or upgrades skills within the area of responsibility.	<input type="checkbox"/>	<input type="checkbox"/>
1. Displays an interest in improving the quality of work.	<input type="checkbox"/>	<input type="checkbox"/>
2. Participates in available development activities.	<input type="checkbox"/>	<input type="checkbox"/>
e. Follows school and county rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>
1. Meets with supervisor as part of the employee evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>
2. Implements the supervisor's directives.	<input type="checkbox"/>	<input type="checkbox"/>
3. Recognizes and uses the appropriate channels of authority.	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains an environment in the work area that enhances learning experiences for students.	<input type="checkbox"/>	<input type="checkbox"/>
a. Performs duties efficiently and productively.	<input type="checkbox"/>	<input type="checkbox"/>
1. Works within the limits and bounds of assigned tasks and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>
2. Plans and organizes work to make maximum us of available time.	<input type="checkbox"/>	<input type="checkbox"/>
3. Follows instructions.	<input type="checkbox"/>	<input type="checkbox"/>

**Kanawha County Public Schools
Service Personnel Evaluation Rubric**

WORK HABITS	Outstanding	Commendable	Satisfactory	Unsatisfactory
1. Observation of Work Hours	Always arrives on time or early. Always adheres to published work hours. Does not take extended lunch or breaks.	Almost always arrives on time or early. Always adheres to published work hours. Does not take extended lunch or breaks.	Employee is typically on time or is rarely late. Works specified time. Does not take extended lunch or breaks.	Employee is often late for work, or takes extended lunches or breaks. Leaves work early.
2. Attendance	Rarely or never misses work. Never abuses sick leave or personal leave policy.	Occasionally misses work. Never abuses sick leave or personal leave policy.	Does not exceed annually allocated sick and personal leave days.	Misses more than the annually allocated sick and personal leave days. Employee has dock days on their payroll.
3. Compliance With Rules	Always in compliance with all rules and regulations. Is a resource to fellow employees regarding rules and regulations.	Always in compliance with rules and regulations. Rarely needs to ask for clarification.	In compliance with rules and regulations. Occasionally has to ask for clarification. Does not intentionally try to circumvent rules and regulations.	Frequently in violation of established rules and regulations. Regularly has to be told they are in violation of school or county policy.
4. Safety Practices	Always in compliance with current safety practices. Is a resource to fellow employees regarding school safety.	Always in compliance with safety practices.	In compliance with safety practices. Occasionally has to be reminded about practices. Never intentionally violates established safety practices.	Frequently in violation of safety practices. Leaves work area in an unsafe condition with clutter, etc. Often does not consider the safety of others.
5. Meeting Schedules (Deadlines)	Always meets deadlines. Usually, has task completed early. Never requires prompting to stay on task.	Always meets deadlines.	Rarely fails to meet a deadline. Sometimes needs to be prompted or reminded of deadline.	Frequently misses deadlines. Falls behind on work schedule. Causes undue work for other employees. Frequently has to be reminded to complete tasks.
6. Acceptance of Change	Always accepting of change to enhance job performance. They are a problem solver who often advance ideas to benefit the total program.	Always accepting of change to enhance job performance.	Is compliant with changes.	Frequently out of compliance with changes to job. Typically does things his/her way. Unwilling to try new ideas.
7. Appearance of Work Area	Always displays an organized and clean work area.	Very conscious about the appearance of the work area is keep clean and neat.	Work area is generally neat and clean.	Does not conform an appropriate neatness of the work area. Very disorganized.
8. Initiative	Always a self-starter. Takes the initiative rather than waiting to be told. Volunteers to spearhead projects. Willing to help others with their tasks.	Frequently takes initiative. Rarely has to be told what needs to be done.	Usually, initiates work related duties. Requires some supervision and instruction to keep on track.	Rarely takes initiative. Requires a great deal of supervision to get the job done. Rarely gets the job done correctly the first time.
9. Attitude	Always has a positive attitude. Is always friendly with co-workers and the general public. Is well respected by others.	Almost always has a positive attitude. Is typically friendly with co-workers and the general public. Is respected by others.	Usually has a positive attitude with very few exceptions.	Has a negative attitude. Often creates a toxic environment for co-workers. Sometimes rude to co-workers and the general public.

Kanawha County Public Schools
Service Personnel Evaluation Rubric

PERFORMANCE	Outstanding	Commendable	Satisfactory	Unsatisfactory
1. Work Judgments	Always exhibits excellent judgment. Uses analytical skills before acting or reacting.	Typically exhibits good judgment. Usually analyzes a situation before acting or reacting.	Usually exhibits good judgment. Occasionally acts or reacts prior to analyzing the situation.	Typically exhibits poor judgment. Rarely considers the consequences of their actions.
2. Planning and Organizing	Excellent planning and organizational skills. Outstanding planner who can handle multiple tasks simultaneously.	Good planning and organizational skills. Sets realistic goals to assure tasks are completed in a timely manner.	Satisfactory planning and organizational skills. Occasionally gets off task and requires direction to re-focus.	Typically exhibits little or no planning. Requires constant direction to stay on task. Show little or no interest in organizing their daily tasks.
3. Quality of Work	Always does quality work. Does things right the first time. Takes pride in a job well-done. Quantity of work is always well above expectations.	Typically does quality work. Rarely has to do jobs over. Takes pride in a job well-done. Quantity of work is usually above expectations.	Satisfactory quality of work. Does what is required to get the job done. Quantity of work meets expectations.	Typically poor quality work. Shows little interest in producing excellent work. Work often has to be redone or does not meet minimum standards. Quantity of work below expectations.
4. Accepting Responsibility	Willingly accepts responsibility. Never makes excuses for mistakes. Is always willing to take on additional jobs or projects.	Accepts responsibility. Rarely makes excuses for mistakes. Typically willing to take on additional jobs or projects.	Accepts responsibility. Will take on additional responsibility if requested to do so.	Rarely accepts responsibility for their actions. Typically blames something or someone for shortcomings. Unwilling to take on additional responsibility.
5. Following Instructions	Always follows instructions. Excellent listening skills. Rarely has to ask for clarification.	Always attempts to follow instructions. Occasionally has to ask for clarification.	Typically follows instructions. Requires limited supervision. Rarely makes the same mistake twice.	Rarely follows instructions. Requires a great deal of supervision to complete their duties. Often makes the same mistakes time after time.
6. Public Relations	Always asks questions and seeks guidance when not sure of what to do. Demonstrates excellent oral and written communication skills that the public understands.	Students and coworkers feel comfortable coming to this employee with questions and comments. Comes to supervisor with any questions that employee does not know.	Supervisor has received few complaints about contradictory or bad information being provided. Phone messages are often complete or clear.	Reports and correspondence are often completed late or not at all to employees. Uses a condescending tone when talking to the public.
7. Employee Relations	Always cordial and willing to help employees. Enthusiastic and displays positive behavior.	Demonstrates "team player" behavior views individual success as imperative to group success. Direct, straightforward, honest and polite.	Is usually able to answer customer questions. Maintains good working relationships with coworkers.	Projects an attitude of superiority that turns off other employees. Not cooperative and frequently criticizes others. Displays excessive negativity when working with others.
8. Efficiency Under Stress	Excellent job performance even under the most stressful conditions. Handle problems effectively without becoming frustrated.	Good job performance under stressful conditions. Rarely becomes frustrated when confronted with a problem.	Satisfactory job performance under stressful conditions. Occasionally becomes frustrated when confronted with a problem.	Rarely works efficiently under stressful conditions. Easily frustrated when confronted with a problem. Often reacts inappropriately when under stress.
9. Operations and Care of Equipment	Always operates and cares for equipment properly. Serves as a resource person for others utilizing the same equipment.	Always operates and cares for equipment properly.	Usually operates and cares for equipment properly. Occasionally has to be given instruction on proper use and care.	Rarely operates and cares for equipment properly. Exhibits little interest in learning how to do so.

10. Work Coordination (Multi-Tasking)	Outstanding multi-tasker. Willing and able to handle a variety of projects simultaneously. Able to keep multiple projects on track.	Good multi-tasker. Able to keep multiple projects on track.	Satisfactory multi-tasker. Occasionally needs re-direction to keep multiple projects on track.	Rarely attempts more than one project at a time. Has limited ability and/or desire to advance multiple tasks.
11. Personal Appearance	Always dresses in an appropriate manner. Very well groomed. Very neat.	Careful about personal appearance.	Generally neat and clean. Satisfactory personal appearance.	Does not conform in an appropriate manner. Very untidy.
PROFESSIONAL DEVELOPMENT	Outstanding	Commendable	Satisfactory	Unsatisfactory
1. Knowledge of Work	Outstanding knowledge of the job. Is frequently called upon to help or mentor others on the job.	Outstanding knowledge of the job.	Satisfactory job knowledge. Requires limited supervision to accomplish required tasks.	Limited job knowledge. Frequently does things wrong. Typically unwilling to advance job skills.
2. Job Related Training	Attends a variety of staff development sessions. Goes above and beyond the required training. Frequently called upon to present at sessions.	Attends a variety of staff development sessions. Usually completes more than the required training.	Attends and completes required staff development.	Does not attend or complete required staff development.
EMPLOYEES WHO SUPERVISE OTHERS	Outstanding	Commendable	Satisfactory	Unsatisfactory
1. Planning and Organizing	Excellent planning and organizational skills. Outstanding planner who can handle multiple tasks simultaneously.	Good planning and organizational skills. Sets realistic goals to assure tasks are completed in a timely manner.	Satisfactory planning and organizational skills. Occasionally gets off task and requires direction to re-focus.	Typically exhibits little or no planning. Requires constant direction to stay on task. Show little or no interest in organizing their daily tasks.
2. Scheduling and Coordination	Anticipates problems before they occur. Provides meaningful information to decision makers. Plans projects so that they are completed ahead of schedule and under budget.	Gets the most out of scarce resources. Projects normally are within budget and are well planned.	Prepares project plans on time and in sufficient detail. Reports are complete and accurate. Maintains and monitors progress of project plan in order to stay on target.	Work projects have suffered from lack of follow-through. Important documentation for projects has been lost or destroyed erroneously. Does not plan ahead to meet work deadlines.
3. Training and Instruction	Attends a variety of staff development sessions. Goes above and beyond the required training. Frequently called upon to present at sessions.	Attends a variety of staff development sessions. Usually completes more than the required training.	Attends and completes required staff development	Does not attend or complete required staff development
4. Productivity	Produces a remarkable amount of high-quality work. Sets standards for productivity. Regards productivity as a priority. Understands the figures.	Provides suggestions that enhance productivity. Serves as a role model of productive behavior. Productive under less-than-perfect conditions. Makes others more productive. Generates ideas.	Produces solid quality and quantity of work. Helps others. Shares insights to improve productivity. Well organized.	Sets low goals and fails to meet them. Doesn't regard productivity as a priority. Often needs to redo work. Shows little interest in being more productive. Fails to fully engage in projects.

5. Judgments and Decisions	Always offers ideas to solve problems based on good information and sound judgment. Conducts research or seeks counsel of experts to gather information needed in making.	Can zero in on the cause of problems and offer creative solutions. Displays strong analytical skills.	Often offers workable solutions to problems. Uses good judgment in solving problems and working with others.	Frequently comes to the wrong conclusions and assumes things. Did not make sure that all subordinates were productive at all times, which is a daily requirement of this job.
6. Leadership	Outstanding knowledge of the supervisory role. Is frequently called upon to help or mentor others on the job.	Commendable knowledge of the supervisory role.	Satisfactory supervisor knowledge. Requires limited supervision to accomplish required tasks.	Limited job knowledge. Frequently makes mistakes. Typically unwilling to advance supervisory skills.
7. Operational Economy	Always operates and cares for equipment and resources properly. Serves as a resource person for others utilizing the same equipment.	Always operates and cares for equipment and resources properly.	Usually operates and cares for equipment and resources properly. Occasionally has to be given instruction on proper use and care.	Rarely operates and cares for equipment and resources properly. Exhibits little interest in learning how to do so.
8. Supervisory Control	Outstanding ability to explain and teach. Inspires others to do better. Provides leadership.	Very supportive of coworkers and subordinates attempts at improvement. Sets an example for subordinates in following policy and procedures.	Draws on the knowledge and skills of others. Available when needed and is approachable for subordinates. Assigns work fairly and resolves disputes fairly.	Dictates to others rather than involving them in the decision making. Assumes others should know what to do and how to do it with little or no training. Frequently becomes impatient when things aren't done their way.

OPERATIONAL GUIDELINES FOR THE IMPROVEMENT TEAM

The supervisor and the employee may make a referral for an improvement team providing the overall rating on the individual's evaluation indicates that standards have not been met.

The team convenes with the employee and the immediate supervisor to discuss the identified deficiencies. The team will give the supervisor and the employee a timeline for the completion of the plan of improvement.

The team is required to make a minimum of two onsite visits at which time:

1. Observations will be made;
2. Interviews may be conducted;
3. A written improvement plan is developed with the employee;
4. The team provides assistance to the employee in meeting the performances requirements of the plan.

IMPROVEMENT TEAM

The purpose of the improvement team is threefold. The expectations of the improvement team members are as follows:

1. Verify the identified deficiencies as determined by the supervisor;
2. Provide technical assistance to the employee in meeting plan expectations;
3. Keep the employee informed of progress and/or continued deficiencies and needed areas for improvement.

The members of improvement team shall include the following:

1. The supervisor of the employee;
2. Individual chosen by the employee (this individual shall be an employee in the same classification as the employee or an association representative from WVSSPA, WVEA or AFT);
3. If available, a specialist who has expertise related to the identified deficiencies and can offer assistance where needed.

Monitoring System

This section should include:

1. The schedule of observations and conferences to determine progress;
2. The method of altering or adjusting program;
3. A specific time for final assessment of program.

Final Evaluation

This section should include a final assessment of the satisfactory or unsatisfactory achievement of the program.

Recommendation

This section should include a recommendation regarding the future status of the employee to be forwarded to the Human Resource Department.

Signature Section

This section shall include signatures of the supervisor and employee (or witness if the employee refuses to sign). The final evaluation with both necessary signatures shall be forwarded to Human Resources. Upon receipt of the final evaluation, Human Resources will sign off on the evaluation.

Copy Distribution

Employee
Supervisor
Human Resources
Personnel File

PLAN OF IMPROVEMENT

Name _____

School and/or Department _____

Assignment _____

Experience _____

Statement of Deficiency

Use direct reference to the evaluation form specifying area(s) of unsatisfactory performance.

General Statement of Plan of Improvement

This section should include:

1. The purpose of the plan;
2. The role of the administrator;
3. The directive that the plan of improvement is to be followed;
4. The action that will occur if desired improvements are not achieved or directive satisfactorily met.

Program to be Followed

This section should include:

1. A specific statement as to what is expected of the employee (tie to each area of performance rated unsatisfactory on evaluation form);
2. A series of reasonable activities and timelines for each area of unsatisfactory performance;
3. Assistance to be offered by the administrator and other resource persons.

GLOSSARY

1. Document - Any written statement, formal or informal, which pertains to the evaluation process.
2. Employee - An individual with a probationary or continuing contract with the Kanawha County Board of Education.
3. Evaluation - A process to improve work performance by a continuing system of appraisal.
4. Evaluation Factors - A description of each term used in Section A on the evaluation check list.
5. Grievance - Any claim by one or more affected employees, alleging a violation, a misapplication or a misinterpretation of the statutes, policies, rules, regulations, or written agreements under which such employees work, including any violation, misapplication or misinterpretation regarding compensation, hours, terms and conditions of employment, employment status or discrimination; any discriminatory or otherwise aggrieved application of unwritten policies or practices of the board; any specifically identified incident of harassment or favoritism; or any action, policy or practice constituting a substantial detriment to or interference with the effective classroom instruction, job performance or the health and safety of students or employees.
6. Observation/Discussion - Formal or informal communication with an employee related to the evaluation process.
7. Performance Objective - A statement of an expected outcome growing out of a related goal and having results which are achievable and measurable.
8. Plan of Improvement - When an employee's performance is unsatisfactory and the deficiencies are not improved by normal evaluation procedures, the plan of improvement is a written statement signed by the employee and supervisor outlining a procedure to improve performance.
9. Probationary Employees - Those persons who have worked in regular service for three or less years Kanawha County Schools
10. Tenured Employees - Those persons who have worked in regular service over three years.
11. Specialist - An individual with special skills and knowledge within a job classification.
12. Supervisor - A principal, assistant principal, or director responsible for hiring and evaluating the employee.



KANAWHA COUNTY SCHOOLS

200 Elizabeth Street

Charleston, West Virginia 25311-2119

Thomas E. Williams, Jr., Ed.D., Superintendent

KANAWHA COUNTY BOARD OF EDUCATION

Becky Jones Jordon (President)

Ric Cavender

Jim Crawford, Sr.

Ryan White

Tracy White

NOTICE OF NON DISCRIMINATION

Applicants for admission and employment, students, parents, employees, and sources of referral of applicants for admission and employment are hereby notified that the Kanawha County School District does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy and gender identity), sexual orientation, genetic information, disability or age in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the Kanawha County School District's compliance with the regulations implementing Title IX or Section 504 is directed to contact: Title IX Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 348-1379 or Section 504 Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 304-348-7740 #347. These persons have been designated by the Kanawha County School District to coordinate the efforts to comply with the regulations implementing Title IX and Section 504.

REVISED JULY 2019