



**Siuslaw School District
Classified Summative Evaluation
Self-Evaluation**

Staff Member: _____ Position: _____ Location: _____

Administrator: _____ Date: _____ Self-Evaluation

Employment Status: Probationary Temporary Regular

JOB KNOWLEDGE/PRODUCTIVITY: *Understands job concepts and requirements; possesses necessary skills and knowledge for the job; uses and implements necessary methods and tools for the job; pays attention to detail; produces quality work.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Does not have an understanding of the principles, concepts, and requirements of the job. <input type="checkbox"/> Does not use current methods, information, and technology to complete work. <input type="checkbox"/> Quantity and quality of work is inadequate.	<input type="checkbox"/> Typically understands principles, concepts, and requirements of the job. <input type="checkbox"/> Implements use of current methods, information, and technology to complete work. <input type="checkbox"/> Seeks to improve job knowledge and skills to improve work quality. <input type="checkbox"/> Quantity and quality of work is adequate.	<input type="checkbox"/> Understands the principles, concepts, and requirements of the job. <input type="checkbox"/> Consistently and skillfully uses current methods, information, and technology to complete work; shares expertise with others. <input type="checkbox"/> Identifies and implements new procedures to improve work quality. <input type="checkbox"/> Routinely gets the job done and produces high quality work.	<input type="checkbox"/> Thoroughly understands the principles, concepts, and requirements of the job. <input type="checkbox"/> Exhibits exceptional skill at using current methods, information, and technology to complete work; trains/supports the acquisition of these skills to others. <input type="checkbox"/> Is proactive about acquiring, implementing, and sharing new policies, methods, and skills to increase efficiency and effectiveness, adding value to every project. <input type="checkbox"/> Produces a large volume of work of the highest quality.
Comments:			

INITIATIVE: *Self-starter; proactive; invested in job; takes on new challenges; sets goals.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits little interest in job. <input type="checkbox"/> Is not a self-starter. <input type="checkbox"/> Completes only minimal job requirements.	<input type="checkbox"/> Shows interest in job. <input type="checkbox"/> Is a self-starter in some areas. <input type="checkbox"/> Looks for ways to be proactive. <input type="checkbox"/> Willing to take on new challenges and set measurable, attainable goals.	<input type="checkbox"/> Consistently shows high level of interest in job. <input type="checkbox"/> Routinely a self-starter. <input type="checkbox"/> Consistently proactive. <input type="checkbox"/> Takes on new challenges and sets measurable, attainable goals; takes action to complete them.	<input type="checkbox"/> Exhibits exceptionally high job interest level. <input type="checkbox"/> Is a self-starter and exceptionally independent in acquiring new methods and sharing ideas. <input type="checkbox"/> Entirely proactive. <input type="checkbox"/> Leads others in setting measurable, attainable goals and in taking action to complete them. <input type="checkbox"/> Continually seeks creative and innovate ways to broaden job function and enhance productivity.
Comments:			

JUDGMENT: *Makes sound decisions; analyzes and solves problems; organizes/prioritizes.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Does not make sound decisions; fails to make necessary decisions. <input type="checkbox"/> Fails to organize/prioritize and/or use available resources, resulting in loss of productivity. <input type="checkbox"/> Does not identify impact of decisions on self or others. <input type="checkbox"/> Jumps to conclusions; conclusions not based on fact.	<input type="checkbox"/> Makes sound decisions and is able to problem-solve. <input type="checkbox"/> Organizes/prioritizes and uses available resources to contribute to productivity. <input type="checkbox"/> Identifies impact of decisions on self and others. <input type="checkbox"/> Can make timely decisions based on facts.	<input type="checkbox"/> Consistently demonstrates sound decision-making, analytical, and problem-solving skills. <input type="checkbox"/> Routinely organizes/prioritizes and uses available resources to contribute to productivity. <input type="checkbox"/> Routinely able to identify impact of decisions on self and others and can recognize and contribute to alternate solutions. <input type="checkbox"/> Consistently makes timely decisions based on facts.	<input type="checkbox"/> Clear, strategic thinker who exclusively makes sound decisions. <input type="checkbox"/> Exhibits exceptional ability to analyze, organize/prioritize, and use available resources to enhance productivity and contribute to common goal(s) of the organization. <input type="checkbox"/> Keen ability to identify impact of various decisions and choose the best solution for the most positive outcome, even with limited time or information. <input type="checkbox"/> Leads others in focusing on facts and solutions to make timely, solid decisions.
Comments:			

RELIABILITY/DEPENDABILITY: *Completes assigned duties; works independently; meets deadlines; keeps commitments.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Rarely able to work independently; work requires close supervision. <input type="checkbox"/> Cannot be depended on to complete work on time; does not keep commitments. <input type="checkbox"/> Does not accept responsibility for outcomes; makes excuses for mistakes.	<input type="checkbox"/> Works independently; work may require intermittent supervision. <input type="checkbox"/> Completes work on time and follows through with commitments. <input type="checkbox"/> Accepts responsibility for outcomes and corrects identified mistakes as directed.	<input type="checkbox"/> Consistently works independently; work requires minimal supervision. <input type="checkbox"/> Routinely completes work on time and follows through with commitments; identifies and communicates situations where commitments need to be adjusted. <input type="checkbox"/> Accepts responsibility for outcomes and independently takes action to correct mistakes.	<input type="checkbox"/> Exceptionally independent; attends to every detail without supervision. <input type="checkbox"/> Goes above and beyond in delivering on job responsibilities; able to independently identify and adjust work to meet all commitments. <input type="checkbox"/> Models responsibility for peers; helps others acquire higher level of responsibility.
<p>Comments:</p>			

FLEXIBILITY/ADAPTABILITY: *Adapts to new or changing conditions; makes adjustments and changes to work assignments in unforeseen circumstances; maintains positive attitude.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Has difficulty accepting and making adjustments to new or changing conditions. <input type="checkbox"/> Does not demonstrate positive attitude and performs inconsistently in stressful situations.	<input type="checkbox"/> Accepts and adjusts to new or changing conditions. <input type="checkbox"/> Demonstrates a positive attitude and performs well in stressful situations. <input type="checkbox"/> Willing to make adjustments in work assignments as requested.	<input type="checkbox"/> Routinely accepts and adjusts quickly to new or changing conditions. <input type="checkbox"/> Consistently maintains a positive attitude and performs well in stressful situations. <input type="checkbox"/> Contributes positively by collaborating in making adjustments and changes in work assignments.	<input type="checkbox"/> Extremely flexible. <input type="checkbox"/> Quickly and effectively adjusts to new or changing conditions, keeping a positive outcome as the goal; anticipates needs and supports others in transition. <input type="checkbox"/> Continually maintains a positive attitude, thinks clearly, and performs at a high level in stressful situations. <input type="checkbox"/> Demonstrates leadership amongst peers by supporting co-workers in prioritizing and making adjustments and changes in assignments for positive results.
<p>Comments:</p>			

COMMUNICATION/INTERPERSONAL & RELATIONS/TEAMWORK: *Maintains positive rapport with all stakeholders; tactful, respectful, and courteous; expresses ideas well orally and in writing; collaborative/cooperates with others; exhibits conflict resolution skills; communicates with supervisor.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Uses inappropriate communication that seriously affects job function. <input type="checkbox"/> Does not express ideas in a clear and understandable manner. <input type="checkbox"/> More concerned with communicating own needs than meeting the needs of others. <input type="checkbox"/> Displays unwillingness to listen to and/or work effectively with others. <input type="checkbox"/> Exhibits lack of rapport with stakeholders.	<input type="checkbox"/> Uses appropriate communication. <input type="checkbox"/> Expresses ideas in a clear and understandable manner. <input type="checkbox"/> Recognizes the need, and attempts, to adapt message for various audiences (students, staff, community, etc.) <input type="checkbox"/> Listens well; accepts feedback; works effectively with others. <input type="checkbox"/> Exhibits positive rapport with stakeholders.	<input type="checkbox"/> Consistently uses appropriate communication. <input type="checkbox"/> Routinely expresses ideas in a clear and understandable manner. <input type="checkbox"/> Routinely adapts message for a variety of audiences (students, staff, community, etc.) <input type="checkbox"/> Routinely collaborates well with others; approachable; listens well. <input type="checkbox"/> Exhibits strong, positive rapport with stakeholders.	<input type="checkbox"/> Exclusively uses communication that enhances job function. <input type="checkbox"/> Exhibits exceptional ability to express ideas in a clear and understandable manner. <input type="checkbox"/> Keen ability to adapt message for various audiences (students, staff, community, etc.); checks for audience understanding. <input type="checkbox"/> Models and enhances the collaborative process with all groups; creates and develops cooperative working relationships; active, effective listener; builds confidence in others. <input type="checkbox"/> Tactful, diplomatic in all circumstances; enhances positive rapport with all stakeholders.
<p>Comments:</p>			

PUNCTUALITY/PROCEDURES: *Reports to work on time; uses leave time appropriately; provides sufficient notice if absent; follows District procedures.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits inconsistent attendance. <input type="checkbox"/> Fails to provide notice of, or satisfactory reason for, absence; fails to secure coverage for position. <input type="checkbox"/> Not punctual; fails to arrive and be ready to work on time. <input type="checkbox"/> Inconsistently adheres to District procedures and expectations. Comments:	<input type="checkbox"/> Exhibits good attendance. <input type="checkbox"/> Provides appropriate notice of, and satisfactory reason for, absence; secures coverage for position as required. <input type="checkbox"/> Punctual; arrives and is ready to work on time. <input type="checkbox"/> Adheres to District procedures and expectations.	<input type="checkbox"/> Exhibits consistent attendance. <input type="checkbox"/> Provides advance notice of absence; consistently secures coverage for position as needed; prepares plans in case of absence. <input type="checkbox"/> Consistently punctual; routinely arrives and is ready to work on time. Flexes schedule to meet needs as requested. <input type="checkbox"/> Consistently follows District procedures and expectations.	<input type="checkbox"/> Maintains exceptional attendance. <input type="checkbox"/> Proactively plans for all contingencies in case of absence. <input type="checkbox"/> Always arrives and is ready to work on time. Proactive about flexing schedule to meet varying needs. <input type="checkbox"/> Exclusively adheres to District procedures and expectations.

SAFETY: *Complies with safety rules; maintains safe working area; reports/corrects unsafe conditions; considers safety of others; completes District safety trainings.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Performs work in a manner that endangers health and safety of others. <input type="checkbox"/> Fails to adhere to safety rules and practices. <input type="checkbox"/> Does not use appropriate protective equipment. <input type="checkbox"/> Does not recognize unsafe conditions. Comments:	<input type="checkbox"/> Adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Recognizes unsafe conditions.	<input type="checkbox"/> Consistently adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Recognizes potential unsafe conditions and seeks solutions.	<input type="checkbox"/> Exclusively adheres to safety rules and practices. <input type="checkbox"/> Uses appropriate protective equipment; maintains safe work area. <input type="checkbox"/> Anticipates potential risks or hazards and takes an active role in identifying possible solutions and correcting unsafe conditions.

PERSONAL & PROFESSIONAL QUALITIES: *Role model for students; maintains positive attitude; strong work ethic; wears appropriate attire for position; maintains confidence of the community both on and off duty; maintains confidentiality; professional.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Poor role model. <input type="checkbox"/> Does not display a positive attitude. <input type="checkbox"/> Does not demonstrate appropriate work ethic. <input type="checkbox"/> Shares information inappropriately. <input type="checkbox"/> Words and actions may be unprofessional. Comments:	<input type="checkbox"/> Appropriate role model. <input type="checkbox"/> Exhibits a positive attitude. <input type="checkbox"/> Typically demonstrates appropriate work ethic. <input type="checkbox"/> Maintains confidentiality standards. <input type="checkbox"/> Displays professionalism.	<input type="checkbox"/> Consistently a positive role model. <input type="checkbox"/> Routinely demonstrates a positive attitude. <input type="checkbox"/> Demonstrates consistent, positive work ethic. <input type="checkbox"/> Maintains confidentiality standards and recognizes potential sensitive situations. <input type="checkbox"/> Displays high level of professionalism.	<input type="checkbox"/> Exemplary role model and leader among peers. <input type="checkbox"/> Always demonstrates a positive attitude. <input type="checkbox"/> Demonstrates exceptional work ethic. <input type="checkbox"/> Keenly adept at recognizing and safeguarding confidential and sensitive information and situations. <input type="checkbox"/> Distinguished professional in every situation.

PROFESSIONAL DEVELOPMENT & IMPROVEMENT: *Improvement and growth oriented; takes advantage of opportunities to enhance knowledge/skills; receptive to instructions/constructive feedback; self-reflective.*

Does Not Meet Expectations	Basic	Effective	Highly Effective
<input type="checkbox"/> Exhibits little evidence toward improving job knowledge and skills. <input type="checkbox"/> Not receptive to constructive feedback and suggestions for improvement. <input type="checkbox"/> Not self-reflective. <input type="checkbox"/> Resistant to change. Comments:	<input type="checkbox"/> Typically works to improve job knowledge and skills. <input type="checkbox"/> Receptive to constructive feedback and suggestions for improvement. <input type="checkbox"/> Self-reflective. <input type="checkbox"/> Willing to change and grow.	<input type="checkbox"/> Consistently strives for improvement; seeks additional learning opportunities. <input type="checkbox"/> Participates in professional development activities. <input type="checkbox"/> Listens to constructive feedback and suggestions for improvement; implements changes. <input type="checkbox"/> Routinely self-reflective. <input type="checkbox"/> Welcomes change as necessary for growth.	<input type="checkbox"/> Exceptionally improvement-oriented. <input type="checkbox"/> Actively participates in and leads professional development activities. <input type="checkbox"/> Thoroughly evaluates and integrates own or suggested improvements. <input type="checkbox"/> Continually self-reflective and self-aware of needs for improvement. <input type="checkbox"/> Models positive changes for growth; helps others recognize and integrate changes for positive growth.

BEGINNING OF YEAR DEVELOPMENT

1. What do you see as your strongest area of performance? Why (*Employee*):

2. What performance area would you like to improve? Why (*Employee*):

3. Professional Development Goal (*Employee*): END OF YEAR SUMMARY

4. What specific feedback have you received from your supervisor? How did this feedback affect your job performance? (*Employee*) – Employee Comments: