

Evaluation Form: Supporting Services Professional Growth System

Office of Human Resources and Development (OHRD)
Department of Professional Growth Systems
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Negotiated Agreement between SEIU Local 500, CTW, and the Board of Education of Montgomery County

Full Legal Name _____ Employee ID # _____ Date ____/____/____

Department/School _____ Position _____

- | | | |
|--|---|--|
| <input type="checkbox"/> *Permanent Status Evaluation (6 mo. Probationary) | <input type="checkbox"/> ****Interim Evaluation | <input type="checkbox"/> PAR Follow-Up |
| <input type="checkbox"/> **Permanent Status Extension Evaluation | <input type="checkbox"/> 2-Year Cycle | <input type="checkbox"/> 90-Day Special Evaluation |
| <input type="checkbox"/> ***Off-cycle Evaluation | <input type="checkbox"/> 3-Year Cycle | |

- Notes:**
- * If this is a Permanent Status Evaluation, probationary employees should be able to demonstrate their potential to meet the general and technical Knowledge of Job core competency performance criteria.
 - ** A Permanent Status Extension evaluation reflects performance identified in two or fewer core competencies as needing improvement, strategies and support that have been provided at the work site are reflected in PART II- ADDITIONAL COMMENTS and PART III- SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT
 - *** An Off-cycle Evaluation can be used:
 - as a tool to work with underperforming employees to let them know the status of their current performance
 - as a way to call attention to exceptionally good work
 - following the end of the 90-day special evaluation within the Performance Improvement Process
 - **** An Interim Evaluation is prepared if there is a change of supervisor or if employees transfer prior to the time for their regularly scheduled performance evaluation. (See Article 30, paragraph B2 of the Negotiated Agreement between SEIU Local 500, CTW, and the Board of Education of Montgomery County.)

Due Dates

- Permanent Status Evaluation: Due no later than six months after the date of hire or prior to end of the six months permanent status extension period.
- Scheduled Evaluation:
 - » Meets Competency: Submit by the last instructional day for students.
 - » Does Not Meet Competency: Submit by first Friday in March.
 - » Peer Assistance and Review (PAR) Follow-Up: Due one year after completing PAR.

FINAL RATING

Please indicate the final rating by checking the appropriate box below. Evidence and comments to support this rating should be included in Parts I, II, and III.

- Meets all core competencies** **Does not meet one or more of the core competencies**

SIGNATURES

_____/____/____ _____ _____
Signature, Evaluator Date Printed Name and Job Title, Evaluator

_____/____/____ _____ _____
Signature, Reviewer Date Printed Name and Job Title, Reviewer

I have participated in this evaluation _____ _____
Signature, Employee Date

(BY SIGNING THIS EVALUATION THE EMPLOYEE DOES NOT NECESSARILY HAVE TO AGREE WITH THE CONTENTS AND MAY ATTACH COMMENTS TO THIS FORM.)

Full Legal Name _____ Employee ID # _____ Date ____/____/____

Roles and Responsibilities

- The evaluator is the direct line supervisor. The reviewer is a higher-level supervisor, if one exists. Montgomery County Education Association (MCEA) employees do not write evaluations and are not evaluators or reviewers, but may provide indirect feedback. (See Supporting Services Professional Growth System (SSPGS)—then link to: www.montgomeryschoolsmd.org/departments/professionalgrowth/supporting/default.aspx Handbook for clarification.)

Providing Examples and Evidence

- In the "Examples/Evidence" section, provide specific examples/evidence of how employees have demonstrated or not demonstrated meeting competency. Narratives written in the Claim, Examples/Evidence, Impact, Judgment (CEIJ) format are preferred.

Completing the Form

- Evaluator completes all parts of the form. Reviewer reviews and signs the form. No section of the form should be left blank.
- Evaluator discusses the evaluation with the employee.
- Evaluator and employee sign the evaluation.
- One copy is kept in the supervisor's file, one is given to the employee, and one is sent to the OHRD Department of Professional Growth Systems.

PART I — CORE COMPETENCIES

The core competencies listed below are defined by performance criteria. These performance criteria offer suggestions for how the core competencies may be observed. (See SSPGS Handbook.)

Rating: There are two possible ratings—Meets Competency and Does Not Meet Competency. Using the examples/evidence, determine the overall assessment of the employee's performance in a particular competency.

- **Meets Competency (MC):** Reflects performance over a sustained period of time that clearly and consistently meets competency performance criteria as cited in the SSPGS Handbook.
- **Does Not Meet Competency (NMC):** Reflects performance that regularly fails to meet competency performance criteria.

| Core Competencies/Performance Criteria | Examples/Evidence | Rating |
|--|-------------------|--|
| <p>COMMITMENT TO STUDENTS</p> <ul style="list-style-type: none"> • Understands how the job contributes to Success for Every Student • Cares genuinely about the overall learning environment to ensure student success • Acts with the student in mind • Is dedicated to meeting expectations of principals, supervisors, staff, parents/guardians, and students • Is dedicated to supporting high-quality education for students • Is dedicated to the successful achievement/ performance of all groups by supporting the elimination of racial and ethnic inequalities | | <p><input type="checkbox"/> MC</p> <p><input type="checkbox"/> NMC</p> |

Full Legal Name _____ Employee ID # _____ Date ____/____/____

| Core Competencies/Performance Criteria | Examples/Evidence | Rating |
|---|-------------------|---|
| <p>KNOWLEDGE OF JOB</p> <ul style="list-style-type: none"> • Understands assigned job duties • Is knowledgeable about current and new practices and methods • Uses appropriate materials, equipment, and resources • Implements and completes work assignments • Learns new skills and procedures • Knows appropriate policies, procedures, and regulations • For the position-specific knowledge, skills, and abilities, refer to the job descriptions under the Classification section on the MCPS website, https://www.montgomeryschoolsmd.org/departments/personnel | | <input type="checkbox"/> MC <input type="checkbox"/> NMC |
| <p>PROFESSIONALISM</p> <ul style="list-style-type: none"> • Patient to hear the entire story • Calm under pressure • Timely with information • Is dependable, reliable, and trustworthy • Responds to all people equitably • Proactive when handling all situations • Possesses the ability to handle all matters in a professional and confidential manner | | <input type="checkbox"/> MC <input type="checkbox"/> NMC |
| <p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Polite and approachable • Able to be a team member/team player • Cares about people • Available and ready to help • Treats people with respect • Acts as a mentor and a student advocate • Attempts to understand other perspectives • Relates well to others | | <input type="checkbox"/> MC <input type="checkbox"/> NMC |

Full Legal Name _____ Employee ID # _____ Date ____/____/____

| Core Competencies/Performance Criteria | Examples/Evidence | Rating |
|---|-------------------|---|
| <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Understands how to be an active listener • Effective in oral and written skills • Able to communicate well to manage conflict and deal effectively with problem situations • Tactful when handling situations and difficulties with the least possible disruption | | <input type="checkbox"/> MC <input type="checkbox"/> NMC |
| <p>ORGANIZATION</p> <ul style="list-style-type: none"> • Knows how to get things done in the classroom, school, office, or other work locations • Assists as needed to organize meetings and tasks • Anticipates needs of principals, supervisors, staff, parents/guardians, and students • Gets things done in a timely manner • Manages a broad range of activities | | <input type="checkbox"/> MC <input type="checkbox"/> NMC |
| <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Changes routines to fit the needs of the situation • Accesses and uses resources effectively and efficiently • Identifies process improvements • Explores beyond the obvious when solving problems • Asks appropriate questions to clarify situations • Logical when discussing the pros and cons of situations • Promptly recognizes issues and their implications and responds in a timely manner | | <input type="checkbox"/> MC <input type="checkbox"/> NMC |

Full Legal Name _____ Employee ID # _____ Date ____/____/____

PART II — ADDITIONAL COMMENTS

(For example, you might address the past year's record of accomplishments, letters of recommendation, and training courses taken.)

PART III — SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT