**COMPREHENSIVE SCHOOL SECRETARY PERFORMANCE EVALUATION**

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| **General Information**:   * When reviewing an employee, select the rating that best describes their performance. **Fill in the value for each performance factor in the far, right hand column.** * Individual factors rated below average or unsatisfactory require written comments. * **Calculate the overall performance rating by adding numerical scores and dividing by the number of factors that were given a numerical rating.** * Mark the overall performance rating. A rating of below average or unsatisfactory requires written comments and a Plan for Improvement. * A Plan for Improvement may still be initiated at the supervisor’s discretion for any factor rated below average or unsatisfactory. |

**PERFORMANCE FACTORS**:

1. **JOB KNOWLEDGE/TECHNICAL PERFORMANCE**: The employee’s knowledge of processes, procedures, skills and resources required to perform the job.

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| --- | --- | --- | --- | --- |
| Demonstrated marginal job knowledge. Continually repeats mistakes and requires continuous supervision and instruction. | Demonstrates basic job knowledge. Occasionally repeats mistakes. Requires frequent supervision and instruction. | Demonstrates satisfactory job knowledge, though may occasionally repeat mistakes. Retains learning and requires little supervision or instruction. Works independently. | Demonstrates strong job understanding and knowledge. Rarely requires instruction or supervision. Works independently. | Demonstrates comprehensive understanding and mastery of all aspects of job. Recommends ways to improve job processes. Works independently. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments****:* ***(supervisor)***

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1. **ORGANIZATION**: The employee’s ability to handle multiple tasks, meet deadlines and prioritize effectively.

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| Demonstrates marginal skills in establishing a course of action to accomplish job , tasks and responsibilities. Rarely demonstrates effective time management and prioritization skills. Rarely meets deadlines on important tasks or projects. May be found to be doing personal business on school time. | Demonstrates basic skills in establishing a course of action to accomplish job, tasks and responsibilities. Occasionally demonstrates effective time management and prioritization skills. Sometimes meets deadlines on important tasks or projects. May be found to be doing personal business on school time. | Demonstrates effective skills in establishing a course of action to accomplish job, tasks and responsibilities. Usually demonstrated effective time management and prioritization skills. Often meets deadlines on important tasks or projects. Occasionally is found to be working on personal business on school time. | Demonstrates advanced skills in establishing a course of action to accomplish job, tasks and responsibilities. Frequently demonstrated effective time management and prioritization skills. Usually meets deadlines on important tasks or projects. | Demonstrates superior skills for self and/or others in establishing multiple courses of action to accomplish job tasks and responsibilities. Consistently demonstrated effective time management and prioritization skills. Consistently meets deadlines on important tasks or projects. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments***: ***(supervisor)***

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**3. PRODUCTIVITY**: The employee’s ability to regularly produce work results by using given knowledge, resources, time or any combination of these.

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| Rarely produces work output that meets minimum requirements of job. Continually uses more resources and time than needed to accomplish job. Supervisor has to repeatedly ask if assignments are completed. | Sometimes produces work output that meets minimum requirements of job. Often uses more resources and time than needed to accomplish job. Supervisor has to repeatedly ask if assignments are completed. | Usually produces work output that meets minimum requirements of job. Usually makes effective use of given resources and time to accomplish job. Supervisor occasionally has to ask if assignments are completed. | Frequently produces work output that exceeds minimum requirements of job. Frequently uses given resources and time in an efficient manner. | Consistently produces work output that exceeds minimum requirements of job. Maximizes given resources and time to achieve goals. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments: (supervisor)***

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**4. INITIATIVE**: The employee’s ability to demonstrate follow-through and commitment to accomplish job tasks and responsibilities.

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| --- | --- | --- | --- | --- |
| Rarely completes projects or tasks on own without assistance | Sometimes completes projects or tasks on own without assistance. | Often completes projects or tasks on own without assistance. Takes on additional tasks required. | Frequently completes projects or tasks on own without assistance. Takes on additional tasks without prompting. | Consistently completes projects or tasks on own without assistance. Assists others in completion of tasks and assumes additional responsibility without prompting. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments: (supervisor)***

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**5. INTERNAL COMMUNICATION**: The employee’s ability to promote good relations through written and verbal methods among coworkers.

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| Rarely demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school among students and faculty and staff. | Sometimes demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school among students and faculty and staff. | Often demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school among students and faculty and staff. | Frequently demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school among students and faculty and staff. | Consistently demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school among students and faculty and staff. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments: (supervisor)***

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**6.**

**6. EXTERNAL COMMUNICATION**: The employee’s ability to promote good relations through written and verbal methods among Highland Elementary School’s community and perspective students.

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| Rarely demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school toward parents, perspective parents, and community members. | Sometimes demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school toward parents, perspective parents, and community members. | Often demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school toward parents, perspective parents, and community members. | Frequently demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school toward parents, perspective parents, and community members. | Consistently demonstrates tact, courtesy, self-control, patience, individual respect, effective written or verbal skills, and a positive attitude about the school toward parents, perspective parents, and community members. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments: (supervisor)***

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**7. CONFIDENTIALITY**: The employee’s ability to respect and maintain confidentiality in dealing with all school records, individuals, and conversations  
with the principal.

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| --- | --- | --- | --- | --- |
| Rarely demonstrates the ability to respect and maintain confidentiality in dealing with all school records, individuals, and conversations with the principal. | Sometimes demonstrates the ability to respect and maintain confidentiality in dealing with all school records, individuals, and conversations with the principal. | Often demonstrates the ability to respect and maintain confidentiality in dealing with all school records, individuals, and conversations with the principal. | Frequently demonstrates the ability to respect and maintain confidentiality in dealing with all school records, individuals, and conversations with the principal. | Consistently demonstrates the ability to respect and maintain confidentiality in dealing with all school records, individuals, and conversations with the principal. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments: (supervisor)***

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**8. TEAMWORK:** The employee’s ability to work cooperatively to achieve school and church goals.

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| Rarely demonstrates cooperative skills with others. | Sometimes demonstrates cooperative skills with others. | Often demonstrates cooperative skills with others. | Frequently demonstrates cooperative skills with others. | Consistently demonstrates cooperative skills with others. Takes lead role among peers in establishing teamwork. |
| 1 point | 2 points | 3 points | 4 points | 5 points |

***Comments: (supervisor)***

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**OVERALL PERFORMANCE RATING:** A summary of the employee’s performance during the appraisal period.

**CALCULATION INSTRUCTIONS:**

1. Add the totals of the ratings together. (Example: 1+3+5+4+3+3+4+2 = **25** this is the ***Total Rating Score***.)

2. Divide the Total Number of Ratings by the number of ratings given. (Example: **25** divided by **8** = **3.13 *Total Number of Rating Given***)

3. Enter the ***Total Number of Ratings***, ***Number of Ratings Given*** and the ***Overall Performance Rating*** in the following table.

**CALCULATE ACTUAL RATING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total Ratings Score**  20 | **÷** | **Total Number of Ratings Given:**  2.5` | **=** | **Overall Performance Rating:**  Below Average |
| Step #1, Add ratings, Items 1-8 | Divide by | Step #2 Number of Ratings given | Equals | Step # 3 Overall Performance |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **UNSATISFACTORY** | **BELOW AVERAGE** | **EFFECTIVE** | **SUPERIOR** | **OUTSTANDING** |
| Not successful in performing the minimum responsibilities of his/her job; does not meet the requirements of the position. | Not consistently or completely successful in performing the minimum responsibilities of his/her job; must achieve improvements to meet the requirements of the position. | Has successfully performed the responsibilities of his/her job; completely carries out the requirements of the position. | Has exceeded expectations in performing the responsibilities of his/her job; display superior abilities in carrying out the requirements of the position. | Has consistently and significantly exceeded expectation in performing the responsibilities of the job; demonstrates exceptional abilities in carrying out the requirements of the position. |
| 1.0—1.5 | 1.6—2.5 | 2.6—3.5 | 3.6—4.5 | 4.6—5.0 |

**ADDITIONAL JOB REQUIREMENTS**

**Instructions**: To indicate the employee’s job performance in the following areas, mark Yes or No.

|  |  |
| --- | --- |
| **SAFETY: Follows all safety rules and regulations as appropriate for job** | |
| Yes | No |
|  |  |
| Comments (are optional for supervisor) | |
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| **ATTENDANCE**: **Consistently arrives at work per the established work schedule.** | |
| Yes | No |
|  |  |
| Comments: (are optional for supervisor) | |
|  | |
| **PUNCTUALITY**: Arrives and is prepared to begin work at the established start of the workday. | |
| Yes | No |
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| Comments: (are optional for supervisor) | |
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**EMPLOYEE DEVELOPMENT**

I**nstructions**: (to be completed jointly by supervisor and employee, note: there does is no set number that needs to be entered):

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| --- | --- |
| **Strengths**: (include knowledge, skills and abilities) | **Areas for Improvement** (include knowledge, skills and abilities needing improvement) |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

**NOTE**: If improvement is needed, a Plan for Improvement (PFI) from (attached) is to be used. Check here if a PFI form is attached.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Length of time in current job? |  | # of Years |  | # of Months |

**ADDITIONAL COMMENTS**: (Employee)

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**ADDITIONAL COMMENTS**: (Supervisor)

**SIGN-OFF**

**Instructions:**

1. BOTH the Supervisor and the Employee MUST sign the final evaluation.
2. Please attach additional sheets if necessary clarify or supplement comments or ratings.
3. A score of 1.6-2.5 for the first evaluation will require a remediation plan for the employee that will be determined jointly with the principal and OACS Board of Education personnel committee headed by the OACS board chair(s). A second evaluation receiving a score of less than 2.6 may result in the employee’s termination as determined by the OACS Board of Education personnel committee.
4. Employee’s signature does not indicate agreement rather that the principal or school board chair has reviewed and discussed the appraisal with the employee.

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Employee’s Signature Date  
  
  
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Principal’s Signature Date

**ORIGINAL goes to: Human Resources | 1 Copy goes to: School Personnel File | 1 Copy goes to Employee**