



Classified Manual

Classified Employees
Classified Supervisors



Quality employees are essential to the mission of
Learning First!

In Davis School District, all employees are considered to be educators; the work of each employee is critical in creating an environment where effective teaching and learning take place.

Quality work begins with clear expectations. In the Evaluate Davis system, performance standards and indicators outline what is expected of employees. A philosophy of *Learning First* for employees as well as students and an emphasis on continuous improvement serves as the foundation for the Evaluate Davis system.

Each year, employees review data related to performance and reflect on progress through self assessment. Setting yearly goals and creating a plan for professional growth enables employees to meet high expectations and continually grow and progress in their work.

Evaluate Davis provides both structure and opportunity for ongoing employee-supervisor conversations regarding performance. Frequent and regular feedback on employee performance through components such as observations and stakeholder surveys, aligned with standards and performance indicators, enables employees and supervisors to discuss areas of strength or areas for improvement.

The alignment of all Evaluate Davis components to standards and performance indicators provides supervisors with valid information on which to assess and rate the level of performance of the employee in a yearly summative evaluation. The summative evaluation provides an opportunity for supervisors to celebrate the employee's accomplishments and progress and provide coaching for continuous improvement.

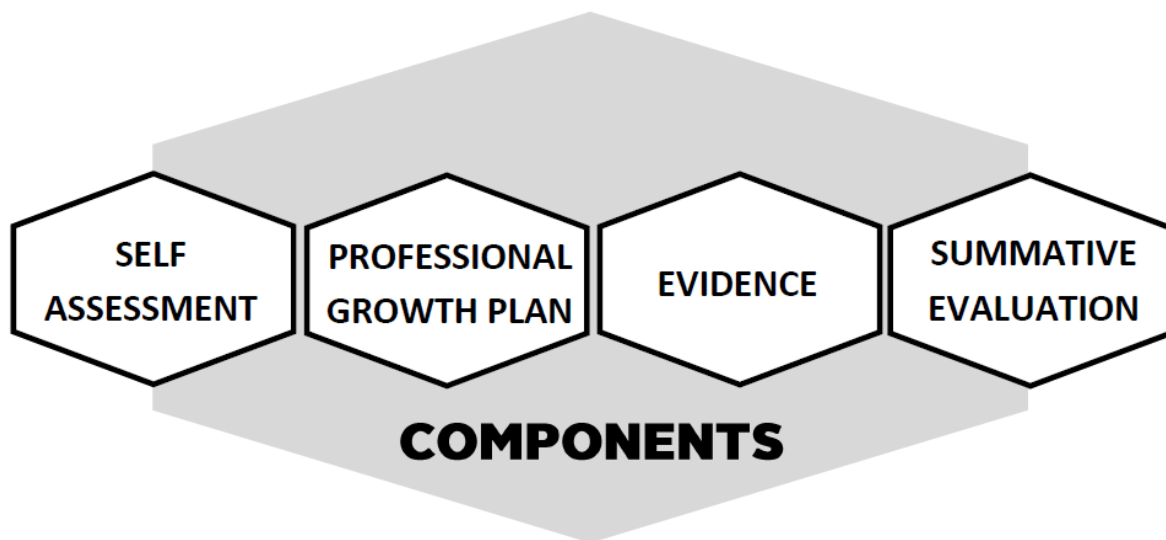
Evaluate Davis recognizes that different groups of employees have different job duties. With this in mind, standards and performance indicators with job specific components have been developed for the following groups: Classroom Educators, NonTraditional Educators, Classified Employees, Classified Supervisors, School Leaders, District Licensed Employees and District Administrators. **This manual details the evaluation system for Classified Employees and Classified Supervisors.**

Davis School District values diverse perspectives and stakeholder involvement. Evaluate Davis was created under the direction of the Joint Educator Evaluation Advisory Committee (JEEAC) comprised of educators, parents, and administrators. The standards, performance indicators, and components for each group were created and reviewed by employees from each respective group. Students on the Davis District Student Advisory Council provided student input.

for Classified Employees

(Classified Employees, Classified Supervisors)

The Evaluate Davis system for Classified Employees and Classified Supervisors is based on standards and performance indicators created by a committee of classified employees and supervisors. Multiple components assess the level of performance on each of the standards and indicators and provide information to supervisors as they rate employees on end-of-year summative evaluation reports. The data from the Evaluate Davis components is intended to help employees analyze performance and progress, reflect, and set goals for the year. The following graphic depicts the components of the Classified Employee and Classified Supervisor evaluation system:



SELF- ASSESSMENT

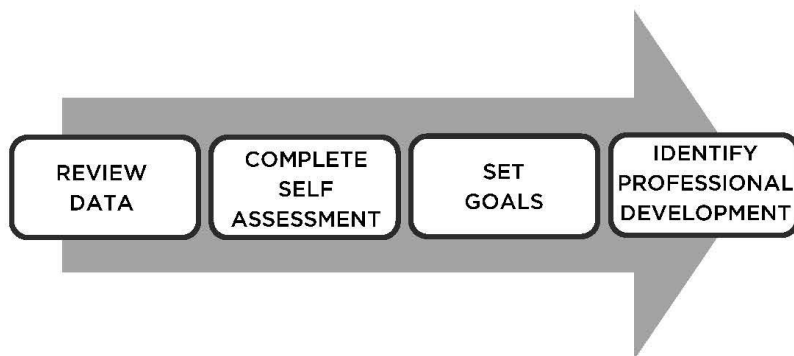
Reflecting on personal practice through a thoughtful, honest self-assessment enables an employee to clearly identify areas for professional improvement and set goals directly linked to the standards and performance indicators. In addition, the self-assessment enables the employee to compare personal responses with other evidence, i.e. the summative evaluation, observations of work, survey or other data, etc. Self-assessment will result in improved goal setting, performance, and evaluation.

The annual self-assessment is conducted at the beginning of the year and must be completed prior to creating the Professional Growth Plan. Employees self-assess on each performance indicator using a sliding scale ranging from one to four and may note evidence from the past year to support the rating. While supervisors will discuss self-assessments with employees, the self-ratings are not used to create scores on the end-of-year summative evaluation report.

PROFESSIONAL GROWTH PLAN

A Professional Growth Plan (PGP) will be created at the beginning of each year and completed at the *end* of each year. The supervisor will make an appointment with the employee at the beginning of the year to *discuss goals and the professional growth plan* and at the end of the year to *review progress*. The employee will take the following steps in creating the PGP:

- Review past summative evaluations and other data related to your assignment.
- Complete self-assessment; reflect.
- Set measurable, evidence-based goals for the upcoming year.
- Create a plan for training/professional development and goal achievement.



At the end of the year, the employee will:

- Reflect on goals progress.
- Document training/professional development.
- Describe professional contributions.

GOALS

A minimum of two goals will be set each year. One goal will be directly related to a Department or District goal. One goal will focus on a Classified Employee/Supervisor performance indicator.

The data review will help pinpoint those areas that might need attention and additional professional development. While the creation of goals is the employee's responsibility, the supervisor may provide direction or clarification when needed. The online goal template will be available to assist in setting goals.

Identifying Training/Professional Development in the PGP

After setting goals, the employee will identify training/professional development for the coming year. Training/professional development should be linked to goals.

EVIDENCE

Evidence is gathered throughout the year for use in determining summative evaluation ratings. Supervisors may use work observations, information from others (phone calls, emails, letters,

discussions), department created checklists, etc. Gathering and reviewing evidence throughout the year provides opportunities for formative feedback, increases supervisor-employee conversations about practice, and promotes continuous improvement.

SUMMATIVE EVALUATION

Each classified employee will participate in an end-of-year summative evaluation conference with his or her supervisor where goal progression, data, and professional growth plans are discussed. The employee will receive an end-of-year summative evaluation report with a final rating on each performance indicator. The procedures for the summative evaluation listed below should be followed:

- The supervisor notifies employee of summative evaluation conference.
- The summative evaluation is discussed with the employee.
- The employee may make a written response to any part of the evaluation and attach it to the evaluation.
- The summative evaluation is filed in the online employee evaluation portal.
- The employee has online access to the summative evaluation report and any attachments to the summative evaluation.
- An employee who is not satisfied with a summative evaluation may request a review of the evaluation within 15 days after receiving the evaluation; a review of the evaluation will be conducted by the superintendent or the superintendent's designee.

Ratings on Performance Indicators

The supervisor utilizes evidence and information gathered throughout the year to designate a rating for the employee on each performance indicator in the summative evaluation. The following table displays and defines each summative rating:

Ineffective	The employee rarely or never implements this performance indicator effectively, or the employee clearly disregards performance indicator on one or more occasions; employee must focus improvement efforts on this indicator
Moderately Effective	The employee implements this performance indicator inconsistently and/or at a less than effective level on a regular basis; improvement is needed to be consistently effective
Effective	The employee is well-functioning at this level; the performance indicator is implemented effectively on a consistent basis
Highly Effective	The employee consistently exhibits an exemplary level of performance on this performance indicator

Evaluation of Supervisory Responsibilities (Classified Supervisors Only)

Classified supervisors will be evaluated on their evaluations of the employees they supervise. To that end, the summative evaluation for classified supervisors includes ratings on supervisory responsibilities and the classified supervisor's evaluation of school employees.

Adheres To All School, District, And State Policies And Procedures With Consistency

All employees are required to adhere to all school, district, and state policies and procedures with consistency. If an employee has not had a policy or procedure infraction during the year, the supervisor will check “Yes.” If the employee has had a policy or procedure infraction during the year, the supervisor will check “No” and comments **must** be provided.

Commendations, Recommendations, Other.

The supervisor is required to add commendations, recommendations, or other notes.

Training/Professional Development Review

The supervisor reviews with the employee the training completed during the year. The comments box allows the supervisor to note training taken or note training to be taken in the future.

Professional Contributions

The supervisor will note any professional contributions the employee has made during the year, including committee service, trainings conducted, or other efforts beyond their regular job duties that benefit the school, district, or larger educational arena.

Goal Completion

The goals the employee set at the beginning of the year are automatically loaded in this field. The employee should bring data or evidence demonstrating progress made toward goals. The supervisor will rate the level of progress made toward goal completion as follows: Goal Met, Progress Made Toward Goal, No Progress Made Toward Goal.

Signatures

The supervisor and employee will sign the summative evaluation. The supervisor’s signature indicates the evaluation represents his/her best assessment of the employee’s performance. The employee’s signature indicates that the evaluation has been discussed with the employee. The employee’s signature does not necessarily imply agreement with the evaluation.

PROVISIONAL EMPLOYEES

Provisional school leaders are still learning and may need more feedback as they work to earn career status. Provisional employees may receive a midyear evaluation in addition to the end-of-year summative evaluation until they reach career status. The midyear summative evaluation may consist of a review of progress on the professional growth plan as well as summative ratings, commendations and/or plans for improvement.

EMPLOYEES AT MULTIPLE LOCATIONS OR IN TWO DIFFERENT ASSIGNMENTS

An employee who works at more than one location (in the same job assignment) will be evaluated by a supervisor at one location with input provided by the other supervisor. Input can be formal (i.e., observation, survey, etc.) or informal. The supervisory responsibility for the evaluation must be switched each year so that the employee has the opportunity to be evaluated by each supervisor every other year. This does not preclude both supervisors from evaluating the employee each year, if the supervisors so desire.

In order for employees with more than one assignment to receive consistent feedback on each assignment, they will be evaluated using both evaluation systems for each assignment each year.

RESOURCES FOR IMPROVEMENT

The Evaluate Davis system provides clear expectations through standards and indicators for performance. The system is based on the philosophy that self assessment, goal setting, and regular feedback through data collected from evaluation components and supervisor-employee conversations enables employees to focus on and improve their own practice.

PLAN OF ASSISTANCE

If an employee's performance is deemed unsatisfactory, a Plan of Assistance will be implemented.

The Plan of Assistance, created by the supervisor, includes documentation of deficiencies; specific, measurable, actionable goals for improvement; resources for support; and a timeline for improvement with regular progress checkpoints and feedback.

Plan of Assistance procedures are in line with state law ([53A-8a-407](#)). They assist the employee in improving performance and ensure appropriate due process. An employee on a Plan of Assistance is responsible for improving performance, including completing all action steps and using any resources identified by the District, and demonstrating acceptable levels of improvement in designated areas of deficiency. Failure to demonstrate proficient performance on the Plan of Assistance shall result in termination of employment.

An employee shall not be transferred from the school, location, or department of his/her assignment while on a Plan of Assistance unless authorized by the superintendent.

If the Plan of Assistance is successful, the employee must sustain the improved performance; if unsatisfactory performance in the same area of deficiency recurs within a three year period, the District may elect to non-renew or terminate by implementing orderly termination procedures.

For more information, refer to the Davis School District [Discipline and Dismissal policy](#).



THE STANDARDS *for Classified Employees*

LEARNING FIRST! Each employee in Davis School District is an educator; the work each employee does impacts student learning.

PLAN: The effective employee collaborates with co-workers and supervisors to plan and implement district and department vision and goals. Effective planning and organization ensures work tasks are managed efficiently while making the best use of district resources.

DO: The effective employee performs essential job functions with minimal instruction, shows initiative, and completes work in a timely manner. Resources and equipment are used in an appropriate manner and safety is critical. The effective employee demonstrates flexibility and good judgment in both daily routines and emergencies.

CHECK: The effective employee seeks and uses feedback to guide adjustments for continuous improvement. The employee performs work with accuracy and neatness. Communication with supervisor occurs regularly to evaluate performance and management of projects.

ENVIRONMENT: The employee fosters a productive environment through effective time management, organization, and allocation of resources. The employee maintains a safe and orderly work area and creates an environment of professionalism by adhering to department expectations for professional appearance. The effective employee is positive and treats others with respect.

PROFESSIONALISM: The effective employee engages in self-reflection and professional learning for continuous growth and expertise. The employee cultivates productive, positive, and collaborative relationships with supervisors, co-workers, school staff, students, and community while approaching challenges and changes in a positive manner.



EVALUATE
DAVIS

THE INDICATORS

for Classified Employees

PLAN

- P.1 Works with co-workers and supervisor/s to plan for implementation of department vision and goals
- P.2 Plans and organizes to manage work tasks efficiently
- P.3 Maximizes the use of district resources through effective planning

DO

- D.1 Demonstrates and performs essential job functions with minimal instruction
- D.2 Shows initiative and interest in work projects
- D.3 Completes work in a timely manner
- D.4 Uses resources and equipment in a safe and appropriate manner
- D.5 Demonstrates flexibility and good judgment in handling daily routines and emergencies

CHECK

- C.1 Performs work with accuracy and neatness; checks to ensure quality
- C.2 Seeks and uses feedback to guide adjustments for continuous improvement
- C.3 Consistently follows up on requests to ensure problems are solved and needs are met
- C.4 Communicates with supervisor regularly to evaluate performance and project management

ENVIRONMENT

- E.1 Maintains a safe and orderly work area
- E.2 Fosters a productive environment through effective time management, organization, and appropriate allocation of resources
- E.3 Maintains professional appearance appropriate to duties, tasks, job description, and department expectations
- E.4 Fosters an environment where employees are positive and respectful

PROFESSIONALISM

- PRO.1 Engages in self-reflection and professional learning for continuous growth and expertise
- PRO.2 Collaborates and cultivates positive productive relationships with supervisors, co-workers, school staff, students, and community
- PRO.3 Approaches challenges and change positively
- PRO.4 Makes professional contributions to department and/or school community

***All employees must consistently adhere to school, district, and state policies and procedures*

Classified Employee



EVALUATE DAVIS

Date:

	Low											High
1. (P.1) Works with co-workers and supervisor/s to plan for implementation of department vision and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0											4
2. (P.2) Plans and organizes to manage work tasks efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0											4
3. (P.3) Maximizes the use of district resources through effective planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0											4

[illegible][illegible]

ENVIRONMENT

	Low																			High
13. (E.1) Maintains a safe and orderly work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4
14. (E.2) Fosters a productive environment through effective time management, organization, and appropriate allocation of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4
15. (E.3) Maintains professional appearance appropriate to duties, tasks, job description, and department expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4
16. (E.4) Fosters an environment where employees are positive and respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4

PROFESSIONALISM

	Low																			High
17. (PRO.1) Engages in self-reflection and professional learning for continuous growth and expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4
18. (PRO.2) Collaborates and cultivates positive productive relationships with supervisors, co-workers, school staff, students, and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4
19. (PRO.3) Approaches challenges and changes positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4
20. (PRO.4) Makes professional contributions to department and/or school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	0																			4

21. **SELF-ASSESSMENT Reflection:** Discuss areas of strength and areas of needed improvement

GOAL SETTING TEMPLATE

Classified Employee

Employee: _____

Date: _____

Position: _____

Location(s): _____

PERFORMANCE GOAL #1:

[Enter the standard and indicator for focus]

I will [describe what you will be doing] by taking the following steps:

[list steps you will take to achieve your goal].

The goal will be achieved by [enter date] and measured by [indicate how you will show goal achievement].

PERFORMANCE GOAL #2:

[Enter the standard and indicator for focus]

I will [describe what you will be doing] by taking the following steps:

[list steps you will take to achieve your goal].

The goal will be achieved by [enter date] and measured by [indicate how you will show goal achievement].



CLASSIFIED EMPLOYEE SUMMATIVE EVALUATION



Employee: _____
Employee ID #: _____
School/Department: _____

Assignment: _____
Date: _____
School Year: _____

SUMMATIVE EVALUATION PRE-CONFERENCE

To be completed before employee conference

1 Sources of evidence: A minimum of 2 sources of evidence must be used in the evaluation

- ☐ Work observation
- ☐ Information from others (phone calls, emails, letters, discussions, etc.)
- ☐ Department checklist or inventory
- ☐ Survey data
- ☐ Data (work order, etc. specify in comments box)
- ☐ Evidence unique to department and/or employee (specify in comments box)
- ☐ Other (specify in comments box)

Optional Comments: _____

2 Review of prior evaluations

Comments: _____

- ☐ No or Not Applicable (comments required)
- ☐ Yes (comments optional)

PLAN

3 (P.1) Works with co-workers and supervisor/s to plan for implementation of department vision and goals

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments: _____

4 (P.2) Plans and organizes to manage work tasks efficiently

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments: _____

5 (P.3) Maximizes the use of district resources through effective planning

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments: _____

DO

6 (D.1) Demonstrates and performs essential job functions with minimal instruction

- ☐ Ineffective

Optional Comments: _____

- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

7 (D.2) Shows initiative and interest in work projects

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

8 (D.3) Completes work in a timely manner

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

9 (D.4) Uses resources and equipment in a safe and appropriate manner

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

10 (D.5) Demonstrates flexibility and good judgment in handling daily routines and emergencies

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

CHECK

11 (C.1) Performs work with accuracy and neatness

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

12 (C.2) Seeks and uses feedback to guide adjustments for continuous improvement

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

13 (C.3) Consistently follows up on requests to ensure problems are solved and needs are met

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

14 (C.4) Communicates with supervisor regularly to evaluate performance and project management

- ☐ Ineffective

Optional Comments:

- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

ENVIRONMENT

15 (E.1) Maintains a safe and orderly work area

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

16 (E.2) Fosters a productive environment through effective time management, organization, and appropriate allocation of resources

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

17 (E.3) Maintains professional appearance appropriate to duties, tasks, job description, and department expectations

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

18 (E.4) Fosters an environment where employees are positive and respectful

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

PROFESSIONALISM

19 (PRO.1) Engages in self-reflection and professional learning for continuous growth and expertise

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

20 (PRO.2) Collaborates and cultivates positive productive relationships with supervisors, co-workers, school staff, students, and community

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments:

21 (PRO.3) Approaches challenges and changes positively

- ☐ Ineffective
- ☐ Moderately Effective

Optional Comments:

- ☐ Effective
☐ Highly Effective

22 Adheres to all school, district, and state policies and procedures with consistency.

- ☐ No (comments required)
☐ Yes (comments optional)

Comments:

23 Commendations, Recommendations, Other:

SUMMATIVE EVALUATION CONFERENCE

To be completed with employee

PROFESSIONAL GROWTH PLAN:

24 Training or Professional Development Review

- ☐ Complete

Optional Comments:

25 Professional Contributions

- ☐ Complete

List:

26 (PRO.4) Makes professional contributions to department and/or school community

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

REVIEW OF GOALS

Performance Goal #1

☐ No progress toward goal

☐ Progress made toward goal

☐ Met goal

Performance Goal #2

☐ No progress toward goal

☐ Progress made toward goal

☐ Met goal

Employee Signature

Date

Supervisor Signature

Date



EVALUATE DAVIS

THE STANDARDS *for Classified Supervisors*

LEARNING FIRST! Each employee in Davis School District is an educator; the work each employee does impacts student learning.

classified supervisor plans, creates, and participates in training to expand skills and knowledge of department members. Effective planning and organization ensures work tasks are managed efficiently while making the best use of district resources.

DO: The effective classified supervisor performs essential job functions with minimal instruction, shows initiative, and completes work in a timely manner. Resources and equipment are used in an appropriate manner and safety is critical. The classified supervisor demonstrates flexibility and good judgment in both daily routines and emergencies.

CHECK: The effective classified supervisor seeks and uses feedback and data for continuous improvement. The classified supervisor performs work with accuracy and neatness, and checks to ensure quality. Communication with both employees and supervisor/s occurs regularly to evaluate performance and management of projects.

ENVIRONMENT: The classified supervisor fosters a productive environment through effective time management, organization, and allocation of resources. The classified supervisor maintains safe and orderly work areas and creates an environment of professionalism by adhering to department expectations for professional appearance. The effective supervisor is positive and treats others with respect.

PROFESSIONALISM: The effective classified supervisor engages in self-reflection and professional learning for continuous growth and expertise. The classified supervisor cultivates productive, positive, and collaborative relationships with supervisors, co-workers, school staff, students, and community while approaching challenges and changes in a positive manner. Effective classified supervisors use the Evaluate Davis system to ensure quality staff.



EVALUATE
DAVIS

THE INDICATORS

for Classified Supervisors

PLAN

- P.1** Works with employees, co-workers, and supervisor/s to plan, develop, and implement department vision and goals
- P.2** Creates and participates in training to expand department job skills and knowledge
- P.3** Plans and organizes to manage work tasks efficiently
- P.4** Maximizes the use of district resources through effective planning

DO

- D.1** Demonstrates and performs essential job functions with minimal instruction
- D.2** Shows initiative and interest in work projects
- D.3** Completes work in a timely manner
- D.4** Uses resources and equipment in a safe and appropriate manner
- D.5** Demonstrates flexibility and good judgment in handling daily routines and emergencies

CHECK

- C.1** Performs work with accuracy and neatness; checks to ensure quality
- C.2** Seeks and uses feedback and data to guide adjustments for continuous improvement
- C.3** Consistently follows up on requests to ensure problems are solved and needs are met
- C.4** Communicates with employees and supervisor/s regularly to evaluate performance and project management

ENVIRONMENT

- E.1** Ensures safe and orderly work areas
- E.2** Fosters a productive environment through effective time management, organization, and appropriate allocation of resources
- E.3** Maintains professional appearance appropriate to duties, tasks, and department expectations
- E.4** Fosters an environment where supervisors and employees are positive and respectful

PROFESSIONALISM

- PRO.1** Engages in self-reflection and professional learning for continuous growth and expertise
- PRO.2** Makes professional contributions to department/school community
- PRO.3** Collaborates and cultivates positive, productive relationships with supervisors, co-workers, school staff, students, and community
- PRO.4** Approaches challenges and change positively
- PRO.5** Uses the Evaluate Davis system effectively

***All employees must consistently adhere to school, district, and state policies and procedures*

