

# Guide to Performance Indicator Standards

*Please note: the following pages do not need to be attached to the performance review. It is meant to be a tool in completing the performance review.*

The purposes of performance review and evaluation are to accomplish the following:

- Communicate to personnel the criteria, standards, and expectations of RCOE.
- Assist personnel of all skill levels in improving their performance on the job and enhance professional growth and development.
- Provide a structured opportunity for dialogue between the employee and the supervisor.
- Provide documentation leading to discipline or termination of employment when the employee does not provide satisfactory service.
- Comply with statutory requirements, including the Agreement.
- Ultimately, the purpose of evaluation is to help the individual improve and, thus, to help RCOE improve its services to students, districts, and the community.

The performance indicators attached are provided as a guide for the completion of the Classified Performance Review form. Each of the criteria contains anchored behavioral descriptors arranged along a growth or achievement scale. The descriptors describe what may be considered Unsatisfactory and Standard levels of performance.

The performance descriptors are not an exhaustive or exclusive list of performance examples and are not to be used as a checklist. The intent is to provide a basis for reliability and consistency in determining the performance ratings for classified employees.

Most employees are successful and competent and will be rated as "Meets Standards." This is not a minimal or average rating, but a documentation of appropriate and expected performance. For employees with extraordinary performance, it may be appropriate to give a rating of "Exceeds Standard." Such a rating requires an explanation in the narrative section to specifically identify the exceptional performance.

The "Needs to Improve" rating is purposely not included in this guide, because that rating may be more situational and dynamic than the other standards. That is, it is reasonable to expect a probationary employee to have a number of "Needs to Improve" because some skills are not yet at or above the standard. For a more experienced employee a "Needs to Improve" rating may later result in an "Unsatisfactory" rating if the improvement does not result in meeting standards within an appropriate amount of time and with the appropriate training and support. "Needs to Improve" should not be considered an average or middle rating, because without the necessary improvement or adequate progress, failure to reach the standard rating would be unsatisfactory performance.

Generally, if an employee were rated as "Unsatisfactory" or "Needs to Improve" in one or more standards, the overall rating would be the same. Ratings of "Unsatisfactory" and "Needs to Improve" require specific explanations in the narrative section of the evaluation so the employee has clear directions about expected and necessary performance improvements.

*Note: Please refer to Article XI of the classified Agreement to review Performance Appraisal Procedures. The deadline for evaluating permanent 12-month classified employees is July 1 of the appropriate year and May 15 for permanent classified employees with less than a 12-month work year. Probationary employees are to be evaluated at least twice during the probationary period.*

1. **Attendance/Punctuality:** This criterion involves the employee's frequency of attendance at work and punctuality in arriving at the workplace. Punctuality regarding return from breaks and meal periods is also considered in this criterion. Consider patterns of absences.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Frequent or many absences adversely impacting work performance.</li> <li>~ Uses all or exceeds accrued leaves.</li> <li>~ Frequently arrives late or returns late.</li> </ul>	<ul style="list-style-type: none"> <li>~ Attends work regularly and on time.</li> <li>~ Seldom absent.</li> <li>~ Gradually accrues leave time balances.</li> <li>~ Consistently arrives/returns on time.</li> </ul>

2. **Attitude:** This criterion pertains to the employee's interpersonal and human relations skills. It includes contact with other employees, as well as with the public and other agencies. This criterion includes the image of the office/division/department that the employee projects, the degree of honesty, tact, and courtesy extended to customers (staff, public, students, other agencies).

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Antagonizes or alienates others.</li> <li>~ Negative and judgmental.</li> <li>~ Undermines the credibility of other staff members to the public.</li> <li>~ Makes disparaging remarks about customers to other staff members.</li> <li>~ Makes disparaging remarks about other staff to other staff or public.</li> <li>~ Argumentative and/or abrupt when dealing with customers.</li> <li>~ Promotes negative public perception of office by inappropriate criticism or untimely remarks.</li> <li>~ Appears/acts irritable, sullen, moody, hostile, negative.</li> </ul>	<ul style="list-style-type: none"> <li>~ Uses a professional demeanor in the workplace.</li> <li>~ Works cooperatively and effectively with staff and the public, in person, on the phone, and electronic communications.</li> <li>~ Is courteous and efficient when dealing with customers.</li> <li>~ Establishes good working relationships with the public/districts.</li> <li>~ Is sensitive to our culturally diverse community/customers.</li> <li>~ Treats all customers with respect.</li> <li>~ Is diplomatic and tactful in dealing with customers in delicate situations.</li> <li>~ Actively seeks out information and initiates service to customers.</li> <li>~ Positive and enthusiastic and promotes positive image of office/public education.</li> <li>~ Very sensitive to individual differences.</li> <li>~ Conveys positive attitude.</li> </ul>

3. **Teamwork:** This criterion involves the willingness to cooperate to get things done, level of participation in group projects, contribution to the work unit's high morale and productivity. Contributions to teams and cross-unit task groups are also considered in this criterion.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Critical attitudes and expressions discourage other group members from participating in projects/activities.</li> <li>~ Fails to observe meeting obligations and norms.</li> <li>~ Is uncooperative.</li> <li>~ Undermines group effort.</li> <li>~ Has difficulty working with others.</li> </ul>	<ul style="list-style-type: none"> <li>~ Works with others to improve work processes and systems.</li> <li>~ Works well with others.</li> <li>~ Follows through with obligations to the group/team.</li> <li>~ Observes meeting obligations and norms.</li> <li>~ Willingly assists others.</li> <li>~ Is respectful and considerate of others.</li> <li>~ Enthusiastically contributes to team/group efforts.</li> <li>~ Encourages and supports others' contributions.</li> <li>~ Well accepted by other group members.</li> <li>~ Contributes to moving group toward its aim.</li> <li>~ Assists in resolution of disagreements.</li> </ul>

4. **Organization:** This criterion involves time management skills, including personal reliability and ability to organize work effectively and efficiently, as well as planning and scheduling work responsibilities.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Can only handle one project/assignment at a time if deadlines are to be met.</li> <li>~ Frequently does not meet deadlines.</li> <li>~ Blames others or unforeseen circumstances for the failure to meet deadlines.</li> <li>~ Does not use good judgment in setting work priorities.</li> <li>~ Plans are inappropriate for task.</li> <li>~ Omits details that are necessary to a plan's success.</li> <li>~ Does not anticipate work needs or plan ahead.</li> <li>~ Work area is disorganized and interferes with employee's and/or other staff's morale and productivity.</li> <li>~ Work area presents negative image of employee and the office.</li> </ul>	<ul style="list-style-type: none"> <li>~ Organizes, sets priorities, plans work, and utilizes time effectively.</li> <li>~ Completes projects/assignments accurately and on time.</li> <li>~ Accepts responsibility for missed deadlines.</li> <li>~ Sets priorities in order to ensure completion of those projects/assignments, which are essential to the smooth running of the office.</li> <li>~ Schedules work and gets results within allocated time.</li> <li>~ Lets supervisor know when deadlines are unattainable or need to be changed.</li> <li>~ Work area is conducive to employee's or other's morale or productivity.</li> <li>~ Work area reflects positively on employee and the office.</li> <li>~ Coordinates several projects/assignments simultaneously with ease.</li> <li>~ Is skilled at estimating how long it will take to complete a project/assignment.</li> <li>~ Anticipates future developments and plans for them.</li> <li>~ Plans and organizes in urgent and crisis situation.</li> <li>~ Utilizes available resources to achieve effective results.</li> </ul>

5. **Communication:** This criterion involves clear and concise expression of thoughts, ideas and directions, ability to listen and share information, and understanding replies and directions from others. It includes the ability to communicate effectively in writing, incorporating principles of clarity, brevity, accuracy, and logic into all written communications, including print and electronic messages.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Reacts impatiently when communication is not understood by others.</li> <li>~ Does not listen effectively.</li> <li>~ Does not use appropriate phone etiquette.</li> <li>~ Usually must repeat statements more than once before others understand.</li> <li>~ Gives excessively involved answers to simple questions.</li> <li>~ Leaves out important information.</li> <li>~ Gives unclear directions.</li> <li>~ Written communication is too brief for easy understanding.</li> <li>~ Written communication is confusing and unclear.</li> <li>~ Written communication contains numerous errors.</li> <li>~ Does not adequately read non-verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>~ Writes, speaks, and listens with skill required to perform duties effectively and efficiently.</li> <li>~ Gives clear, concise instructions/directions.</li> <li>~ Speaks or listens as appropriate to the situation.</li> <li>~ Asks questions when unclear about assignments or projects.</li> <li>~ Listens before responding.</li> <li>~ Speaks to the point.</li> <li>~ Allows others to speak before responding.</li> <li>~ Written materials are factual and understandable, and effective.</li> <li>~ Communications are written using correct spelling, grammar, punctuation, and style.</li> <li>~ Adheres to RCOE phone, technology use, and other protocols.</li> <li>~ Skillfully uses and reads variety of verbal and non-verbal communications.</li> <li>~ Communication style encourages teamwork and cooperation.</li> <li>~ Written communication is consistently accurate, clear and concise.</li> </ul>

6. **Technology:** This criterion involves the use of work tools and equipment required for accomplishing one's assignment, and may be as varied as power hand tools and sophisticated computer equipment.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Knowledge of work tools is outdated.</li> <li>~ Gaps in skills and knowledge result in significant mistakes.</li> <li>~ Avoids using appropriate work tools, resulting in inefficiencies or errors.</li> <li>~ Uses work tools ineffectively.</li> <li>~ Does not seek necessary training or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>~ Effectively operates required tools/equipment of the job.</li> <li>~ Has and applies adequate knowledge and skills to use work tools to improve efficiency and effectiveness.</li> <li>~ Keeps current on trends and technical information in job area.</li> <li>~ Actively seeks self-improvement to expand knowledge and skills.</li> </ul>

7. **Professional Growth:** This criterion pertains to the employee's performance in learning the skills and requirements of his/her new position. Adaptation to the standards, protocols, and expectations of the office are included, as is accessing appropriate on-the-job training.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Rejects or resists new ideas and/or procedures.</li> <li>~ Does not take advantage of training opportunities.</li> <li>~ Has not adapted to work environment.</li> <li>~ Does not show improvement or growth in job skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>~ Accepts new ideas and/or procedures.</li> <li>~ Accepts and implements new ideas and/or procedures.</li> <li>~ Seeks out training and assistance.</li> <li>~ Participates in provided training opportunities.</li> <li>~ Adjusts to workplace environment.</li> <li>~ Improvement and growth is consistent and adequate.</li> <li>~ Responds eagerly to new ideas and/or procedures.</li> <li>~ Quickly and smoothly adjusts to workplace environment.</li> <li>~ Acquires additional education.</li> </ul>

8. **Productivity:** This criterion includes work output, the amount of acceptable work performed, as well as the quality and reliability of the work.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Work output is low.</li> <li>~ Work output is lacking in accuracy and thoroughness.</li> <li>~ Requires close supervision to accomplish tasks.</li> <li>~ Work products/services are not consistently acceptable.</li> <li>~ Work frequently has to be done over.</li> <li>~ Must be prodded to accomplish tasks.</li> <li>~ Abandons projects or problems when frustrated.</li> <li>~ Cannot depend on employee to accomplish assignments.</li> <li>~ Is not responsive to customer needs or expectations.</li> </ul>	<ul style="list-style-type: none"> <li>~ Work product/assignment (end result) reflects high quality.</li> <li>~ Needs only minimal guidelines to carry a job to completion.</li> <li>~ Accepts share of unpleasant or difficult tasks.</li> <li>~ Produces an appropriate amount of work in the time available.</li> <li>~ Work products/services are accurate, thorough, presentable, and correct.</li> <li>~ Consistently gets things accomplished.</li> <li>~ Works to continuously improve products/services to meet or exceed customer expectations.</li> <li>~ Adept at overcoming barriers to progress.</li> <li>~ Establishes priorities and accomplishes them.</li> </ul>

9. **Decision-making:** This criterion involves the ability to make decisions and solve problems effectively and efficiently, through the use of logic, weighing alternatives, collecting data, and following through to implement the decision/solution once it is made.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Avoids making decisions, indecisive.</li> <li>~ Makes poor decisions.</li> <li>~ Decisions are often arbitrary, lacking objectivity.</li> <li>~ Has difficulty identifying problems.</li> <li>~ Makes decisions without necessary information or uses information incorrectly.</li> <li>~ Makes inappropriate decisions impacting others without involving them.</li> </ul>	<ul style="list-style-type: none"> <li>~ Makes timely and reasonable decisions and takes necessary action, even in stressful situations.</li> <li>~ Accurately perceives total problem as well as its component parts.</li> <li>~ Appropriately involves or informs persons who will be affected by a decision.</li> <li>~ Decisions reflect consideration of long and short-term consequences.</li> <li>~ Takes responsibility for the outcome of decisions.</li> <li>~ Uses appropriate data in identifying problems and solutions.</li> <li>~ Remains objective in solving problems.</li> <li>~ Acts quickly to resolve straightforward problems.</li> <li>~ Decisions account for and anticipate unintended consequences.</li> <li>~ Decisions are timely and effective.</li> </ul>

10. **Safety:** This criterion involves the commitment to and adherence to safety and loss control rules and regulations, use of judgment regarding one's own health and safety, as well as that of others. It includes protecting the property, tools, and equipment of the office.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Is unaware of or ignores safety concerns.</li> <li>~ Is aware of unsafe conditions but does not report them.</li> <li>~ Has a poor safety record.</li> <li>~ Has poor driving record.</li> <li>~ Does not submit required accident reports.</li> <li>~ Must be reminded frequently to adhere to safety standards.</li> <li>~ Causes or is involved in traffic accidents on the job.</li> <li>~ Uses improper body mechanics and/or lifting techniques.</li> <li>~ Uses tools or equipment in unsafe manner.</li> <li>~ Arranges workspace in unsafe manner.</li> <li>~ Injures self or others through unsafe acts.</li> </ul>	<ul style="list-style-type: none"> <li>~ Performs job assignment safely, protecting people and property.</li> <li>~ Ensures that established safety policies and procedures are followed.</li> <li>~ Maintains inventory of equipment and notifies appropriate person if there is a loss.</li> <li>~ Does not put self or others at risk unnecessarily.</li> <li>~ Maintains facility/equipment at the safety level required.</li> <li>~ Uses appropriate body mechanics to avoid injury.</li> <li>~ Is consistently aware of safety conditions and takes appropriate action.</li> <li>~ Seeks ways to improve safety conditions.</li> <li>~ Considers own safety and that of others a high priority.</li> <li>~ Assists others to establish and maintain safe conditions.</li> </ul>

11. **Flexibility:** This criterion involves the ability to accept and cope effectively with changing practices, policies, personnel, and priorities.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Resists or is unduly unsettled by changes.</li> <li>~ Rejects new ideas without offering alternatives.</li> <li>~ Undermines efforts for changes.</li> <li>~ Lacks adaptability or is rigid in behavior.</li> <li>~ Avoids or resists new assignments.</li> <li>~ Is unduly stressed by change.</li> <li>~ Uses old solutions for new and different problems.</li> </ul>	<ul style="list-style-type: none"> <li>~ Performs other job related tasks as assigned, willingly, timely, and effectively.</li> <li>~ Copes with stress of change in a reasonable way.</li> <li>~ Shifts priorities when necessary to meet changing needs.</li> <li>~ Offers constructive suggestions when a change is under consideration.</li> <li>~ Remains open and objective.</li> <li>~ Adapts work schedule to meet job requirements.</li> <li>~ Shows initiative and flexibility.</li> <li>~ Anticipates and responds positively to change.</li> <li>~ Adapts quickly and effectively to new situations.</li> <li>~ Enthusiastically undertakes and implements new projects/assignments.</li> <li>~ Maintains a perspective broader than own unit.</li> </ul>



Division of Personnel Services

# Classified Employee Performance Review

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Worksite: \_\_\_\_\_ Department: \_\_\_\_\_

Division: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Evaluation**

Period: From: \_\_\_\_\_ To: \_\_\_\_\_ Classified:  Probationary  Permanent

**1 = Unsatisfactory    2 = Needs to Improve    3 = Meets Standards    4 = Exceeds Standards**

Performance Indicators		1	2	3	4
1.	<b>Attendance/Punctuality:</b> Attends work regularly and on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
2.	<b>Attitude:</b> Uses a professional demeanor in the workplace. Works cooperatively and effectively with staff and the public, in person and on the telephone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<b>Teamwork:</b> Works with others to improve work processes and systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<b>Organization:</b> Organizes, sets priorities, plans work, and utilizes time effectively. Follows through with assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<b>Communication:</b> Writes, speaks, and listens with skill required to perform duties effectively and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<b>Technology:</b> Effectively operates required tools/equipment of the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<b>Professional Growth:</b> Accepts new ideas and/or procedures. Takes additional training/education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<b>Productivity:</b> Work product/assignment (end result) reflects high quality. Work product is accurate, reliable, presentable, thorough, and reflects job knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<b>Decision-Making:</b> Makes timely and reasonable decisions and take necessary action, even in stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<b>Safety:</b> Performs job assignment safely, protecting people and property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<b>Flexibility:</b> Performs other job related tasks as assigned, willingly, timely, and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PLEASE ROUTE THIS AS CONFIDENTIAL**

Exceeds Standards /Areas of strength in job performance during the past year.	
Unsatisfactory or Needs to Improve in job performance during the coming year.	
Comments:	

**Overall Work Performance considering 1-11 on previous page:** *(Note: some performance indicators may be "weighted" more than others - this should be taken into consideration in the determination of the overall work performance. "Unsatisfactory," "Needs to Improve," and "Exceeds Standards" ratings require specific explanation in narrative section above.)*

- Unsatisfactory   
  Needs to Improve   
  Meets Standards   
  Exceeds Standards

**Next Evaluation:**

- One Year   
  Two Years   
  Three Years   
  Other (not to exceed three years) \_\_\_\_\_

_____ Evaluator Name	_____ Evaluator Signature	_____ Date
_____ Division Head Name	_____ Division Head Signature	_____ Date
	_____ Employee Signature	_____ Date

**Note:** Signature of employee indicates the above Performance Review was discussed with the reviewer and does not necessarily indicate agreement on the part of the employee. If the employee disagrees with the above review, he/she may submit a written statement to the division head within ten (10) working days from receipt of the review. The employee's statement will be attached to the Performance Review and submitted to the employee's personnel file.

**PLEASE ROUTE THIS AS CONFIDENTIAL**