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

MCPS Form 430-90
January 2018

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

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Name _____ Employee ID # _____ Date _____

☐ *Permanent Status Evaluation ☐ Scheduled Evaluation ☐ **Off-cycle Evaluation ☐ PAR Follow-UP ☐ ***Interim Evaluation

Department/School _____ Position _____

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.
**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.)

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: *http://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 employee's local file, one is given to the employee, and one is sent to the OHRD Department of Professional Growth Systems.

Due Dates

• Permanent Status Evaluation: Due no later than six months after the date of hire.

• 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.

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Name _____ Employee ID # _____ Date _____

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
COMMITMENT TO STUDENTS • 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		☐ MC ☐ NMC

KNOWLEDGE OF JOB
 	
• General Competencies
  - 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
 	
• Technical Competencies
  Applies the knowledge and skills needed to do the job, including technical competencies required by employee's specific position classification (See job description and Reference Checklist.)
		☐ MC
		
		☐ NMC

Core Competencies/Performance Criteria	Examples/Evidence	Rating
PROFESSIONALISM • Patient to hear the entire story • Calm under pressure • Timely with information • Positive, 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		☐ MC ☐ NMC
INTERPERSONAL • 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		☐ MC ☐ NMC

Core Competencies/Performance Criteria	Examples/Evidence	Rating
COMMUNICATION • 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		☐ MC ☐ NMC
ORGANIZATION • 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		☐ MC ☐ NMC

Name _____ Employee ID # _____ Date _____

Core Competencies/Performance Criteria	Examples/Evidence	Rating
PROBLEM SOLVING • 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 a situation • Logical when discussing the pros and cons of situations • Quickly recognizes issues and their implications		☐ MC ☐ NMC

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

PART IV—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**

PART V—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.)