NON-CERTIFIED SUPPORT STAFF

Performance Evaluation System
NCSPES GUIDEBOOK

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PART I: INTRODUCTION AND PROCESS

Introduction

The *Non-Certified Support Staff Performance Evaluation System* (NCSPES) is a system that collects and presents data to document performance based on well-defined job expectations, including standards, indicators and rubrics. This model is based on the existing research of the qualities of effective non-certified personnel in addition to input from the human resources departments from the school districts who were part of the design team.

The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective job performance for non-certified support staff. The performance standards also provide flexibility, encouraging creativity and individual employee initiative. The goal is to support the continuous growth and development of each non-certified support staff member by monitoring, analyzing, and using pertinent data compiled within the system in order to provide meaningful feedback.

The role of a non-certified support staff requires a performance evaluation system that acknowledges the contextual nature and complexities of their jobs. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of their non-certified support staff.

Research

The *Non-Certified Support Staff Performance Evaluation System* (NCSPES) is one of the seven performance evaluation systems available through the Center for Professional Practice and Growth at CESA 6. It is the goal of the team to assist school districts in the evaluation of all school district staff. The NCSPES standards are based on the existing research of the qualities of effective workers including the National Institute for Professional Practices Skills for the 21st Century Report (National Institute for Professional Practice, 2016) and the Secretary's Commission on Achieving Necessary Skills Report (National Technical Information Service, 1991). Additionally, the Wisconsin design team considered input from private sector human resources personnel and school district human resources personnel related to the collection and presentation of data to document non-certified staff employee performance.

National Institute for Professional Practice. (2016, June 9). *The 21st Century Workplace.* Retrieved from Professional Practice: https://www.professionalpractice.org/about-us/skills_for_success/

National Technical Information Service. (1991, June 1). *Secretary's Commission on Achieving Necessary Skills.* Retrieved from Academic Innovations: http://www.academicinnovations.com/report.html

Who Are Non-Certified Support Staff?

The term *non-certified support staff* refers to district employees who are non-licensed district employees, including administrative assistants, custodians, food service, paraprofessionals, and others that qualify as non-certified support staff.

Purposes and Characteristics of the Evaluation System

The primary purposes of the Non-Certified Support Staff Performance Evaluation System (NCSPES):

- improve district quality by ensuring accountability for overall performance of non-certified support staff;

- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district and by the job descriptions and expectations;

- provide a basis for improvement through productive non-certified support staff performance appraisal and growth; and

- encourages collaboration between the non-certified support staff employee and evaluator, and promotes self-growth, effective job performance, and improvement of overall job performance.

This evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the non-certified support staff performance standards;

- a focus on the relationship between the non-certified support staff performance and improved district achievement;

- the use of multiple data sources for documenting performance, including opportunities for non-certified support staff to present evidence of their own performance;

- a procedure for conducting performance reviews that stresses accountability, promotes improvement, and increases non-certified support staff involvement in the evaluation process; and

- a support system for providing assistance when needed.

Essential Components of Non-Certified Support Staff Performance Evaluation System

Clearly defined responsibilities for non-certified support staff constitutes the foundation for the Non-Certified Support Staff Performance Evaluation System (NCSPES). A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both non-certified support staff and their evaluators reasonably understand their job expectations. The Non-Certified Support Staff Performance Evaluation System defines the expectations for non-certified support staff performance consisting of six *performance standards* and multiple *performance indicators*. Non-Certified Support staff will be rated on the performance standards using *performance appraisal rubrics*. The relationship between these components is depicted in Figure 4.

All non-certified support staff will be evaluated summatively as prescribed by district policy. The district sets guidelines and data source requirements for non-summary and summative years. In a non-summary year data is collected but no performance appraisal rubric is completed. In a summative year, a performance appraisal rubric is completed for each standard and a summative rating score is given.

Performance Standards

The first key component of the evaluation system are the six performance standards. Performance standards define the criteria expected when Non-Certified Support Staff perform their major duties. For all non-certified support staff, there are six performance standards that serve as the basis for their evaluation. See Figure 1.

Figure 1: *Performance Standards*

Non-Certified Support Staff Performance Standards

PERFORMANCE STANDARD NAME

PERFORMANCE STANDARD

1. **Job Knowledge**
   The support staff employee demonstrates knowledge of and competency in skills and duties required to   perform their job effectively.

2. **Communication**
   The support staff employee effectively uses oral, written, and nonverbal forms of communication to fulfill the responsibilities of the job and positively impact the school community.

3. **Organization**
   The support staff employee effectively organizes, plans, and manages time and resources to produce quality results.

4. **Problem Solving/Decision Making**
   The support staff employee effectively and appropriately problem solves to make informed decisions that positively impact the school community.

5. **Interpersonal Skills**
   The support staff employee interacts and works effectively with others in a fair and respectful manner.

6. **Professionalism**
   The support staff employee demonstrates behavior consistent with legal, ethical, and professional expectations, contributes to the profession, and engages in professional growth.

Performance Indicators

The second definition of the evaluation process expectations are the performance indicators. Performance indicators provide examples of observable, tangible behaviors that indicate the degree to which non-certified support staff employees are meeting each standard. These indicators help non-certified support staff and their evaluators clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive or intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. Standards, themselves, are not mutually exclusive and may have overlapping aspects.

Using Standard 1 (Job Knowledge) as an example, a set of performance indicators is provided in Figure 2.

Figure 2: *Performance Indicators*

Performance Standard 1: Job Knowledge
The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.

Sample Performance Indicators
Examples may include, but are not limited to:

PERFORMANCE INDICATORS

The support staff:

1.1 Exhibits working knowledge of job responsibilities, including health and safety, technology and procedures required to do the job.

1.2 Exhibits working knowledge of policies and consistently follows them.

1.3 Exhibits working knowledge of job procedures and consistently follows them.

1.4 Demonstrates initiative and can complete tasks independently.

1.5 Aware of resources and applies them appropriately.

1.6 Demonstrates neatness, accuracy, thoroughness, and skillfulness in job responsibilities.

1.7 Understands the impact their role has on students' success and well-being.

Evaluators and non-certified support staff should consult the sample performance indicators for clarification of what constitutes a specific performance standard.

Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a support staff's performance on each standard with evidence generated from multiple performance indicators. Note the performance indicators are not to be used as a checklist.

Performance Appraisal Rubrics

The performance appraisal rubric is a scale that describes acceptable performance levels for each of the six performance standards. The rubric states the measure of performance expected for non-certified support staff and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all non-certified support staff. The performance rubrics guide evaluators in assessing *how well* a standard is performed. Rubrics are provided to increase reliability among evaluators and to help non-certified support staff focus on ways to enhance their job performance. Figure 3 shows an example of a performance appraisal rubric for Standard 1 (Job Knowledge).

Figure 3: *Performance Appraisal Rubric - Job Knowledge*

Distinguished *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The support staff employee continuously demonstrates extensive working knowledge of and competency in the skills and duties required to perform job functions effectively and shares their expertise to support and improve the system	**The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.**	The support staff employee inconsistently demonstrates working knowledge of and competency in skills and duties required to effectively perform their job.	The support staff employee does not demonstrate an understanding or working knowledge of and competency in skills and duties required to effectively perform their job.

Note: The rating of *Effective* is the expected level of performance.

Figure 4: *Relationship between Essential Parts of the Non-Certified Support Staff Performance Evaluation System*

Standard 1: Job Knowledge
The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.

The support staff:

1.1 Exhibits working knowledge of job responsibilities including health and safety, technology and procedures required to perform the job.

1.2 Exhibits working knowledge of policies and consistently follows them.

1.3 Exhibits working knowledge of job procedures and consistently follows them.

1.4 Demonstrates initiative and can complete tasks independently.

1.5 Aware of resources and applies them appropriately.

1.6 Demonstrates neatness, accuracy, thoroughness, and skillfulness in job responsibilities.

1.7 Understands the impact their role has on students' success and well-being.

*Distinguished *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The support staff employee continuously demonstrates extensive working knowledge of and competency in the skills and duties required to perform job functions effectively and shares their expertise to support and improve the system.	**The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.**	The support staff employee inconsistently demonstrates working knowledge of and competency in skills and duties required to effectively perform their job.	The support staff employee does not demonstrate an understanding or working knowledge of and competency in skills and duties required to effectively perform their job.

* *Non-Certified Support Staff employees who are Distinguished serve as role models.*

The *Effective* column is bolded throughout the handbook as it is the expected level of performance.

NON-CERTIFIED SUPPORT STAFF DATA SOURCES

The role of the non-certified staff evaluation system is to provide a fair and equitable performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the non-certified support staff employee's work.   The sources of information described in Figure 5 are data sources available to the evaluator and to the support staff employees to assist them in gathering evidence to document job performance during their evaluation cycle.

The following are data measures that are available for districts to choose from in designing their Non-Certified Support Staff Evaluation System process:

Figure 5: Data Source

Data Source	Definition
Self Assessment / Goal Setting	Non-Certified Staff set a job performance goal based on a completion of self-assessment of Non-Certified Support Staff Standards and Indicators. Goals and related action plans are designed to drive growth in job performance and skills.
Observations	Observations provide data on the employee's daily performance. It is suggested to complete two observations in a cycle.
Documentation Log	Documentation Logs provide an opportunity for the non-certified support staff employee to demonstrate (through artifacts) evidence of their work.
Surveys	Surveys provide opportunities to gather external perceptions of job performance. The actual survey responses are seen only by the employee who prepares a survey summary for inclusion in the Documentation Log.

It is strongly recommended that each evaluator of the non-certified support staff become familiar with the unique characteristics of each employee's roles and job responsibilities. This may help to determine which data sources are applicable for the evaluatee / non-certified support staff employee.

Self Assessment/Goal Setting

The non-certified support staff's self assessment of progress toward meeting performance goals encourages reflection on his/her experiences and also provides a structure to consider future goals and determine strategies for achieving goals. The self assessment process is useful in promoting the support staff employee's growth. At the beginning of each year, a self assessment is available to support staff to reflect on their strengths, areas for growth, and strategies for growth. Based on areas for growth, support staff will develop a goal. The goal is to be shared and discussed with their evaluator as they work to determine ideas and strategies that might be used to help achieve the goal. This sharing and discussion will take place at a Goal Setting Conference. This Goal Setting Conference is suggested practice by the design team.

SMART Goal Guidelines

The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific, Measurable, Attainable, Results-based, and Time-bound**.

Figure 6:   *SMART GOAL GUIDELINES:* Criteria for Developing Goals

Specific:	The goal is focused and identifies what the employee wishes to accomplish.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Attainable:	The goal is rigorous, but reasonably feasible.
Results-based:	The goal focuses on relevant outcomes and is aligned with building/district expectations.
Time-bound:	The goal is contained within a specified time period.

Specific goals are those that are well-defined and free of ambiguity or generality. The consideration of "W" questions can help in developing goals that are specific:

> What?—Specify exactly what the goal seeks to accomplish.
> Why?—Specify the reasons for, purposes or benefits of the goal.
> Who?—Specify who this goal includes or involves.
> Which?—Specify any requirements or constraints involved in achieving the goal.

Measurable goals are those which have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much/ how many?) as opposed to qualitative (what's it like?), as in, how will you be able to prove your progress towards your goal?

Attainable goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

Results-based goals are those that are aligned with the expectations and direction provided by the district or building goals. They are goals that focus on results and are relevant to the mission of an organization such as a school, helping to move the overall effort of a school forward.

Time-bound goals occur within a specified and realistic timeframe. Often in schools, this timeframe may be a school year.

Observations

Observations provide data on the non-certified support staff employee's s daily performance and are evidence sources that assist in determining employee effectiveness. Observations may be done on a formal basis through job shadowing or an informal basis where evaluators keep record of performance on an ongoing basis. Examples of observations may consist of observing support staff employee interactions during a meeting, walkthroughs of work environment, six week check ins, cleaning audits, informal interviews, kitchen visits, and observations (classroom for paraprofessionals).

Evaluators should consider multiple visits to the support staff department or locations where the non-certified support staff employee is interacting with stakeholders. After a visit, evaluators are encouraged to complete the observation form and then discuss what has been observed with the support staff employee. Through discussion and questioning, the evaluator may help the support staff employee reflect on his or her performance, which may provide insight into how they are addressing the standards and/or their performance goals.

Evaluators are encouraged to complete a minimum of two observations per evaluation cycle (with the discretion to do additional observations as determined by the evaluator).

Documentation Log

Documentation Logs provide an opportunity for the non-certified support staff employee to demonstrate (through artifacts) evidence of their work. A documentation log is similar to a portfolio, yet is typically more concise, containing a more confined collection of specific artifacts. The documentation log provides evaluators with information related to specific standards and provides support staff employees with an opportunity for self reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a support staff employee's effort to demonstrate distinguished performance, can show continuing work at an effective level, or can demonstrate progress in response to a previously-identified deficiency.

Artifacts are authentic examples of the non-certified support staff employee's work. Non-certified support staff may choose to submit their material electronically or in hard-copy and they may organize the material in any way they see fit. The emphasis should be on the quality of work, not the quantity of materials presented.

Completing a reflection which describes how the employee used, learned from, or increased job effectiveness from the artifact is an important part in the completion of the documentation log. For each artifact, the non-certified support staff employee designates which standard or standards the artifact provides evidence for. Then, the employee writes a reflection for the artifact answering the following questions:

1. Describe how this artifact provides evidence for the standard.
2. Describe how this artifact impacted your job performance or job knowledge.

It is important if the support staff employee aligns one artifact to multiple standards, a reflection is completed for each standard.

The Documentation Log is an official document that is maintained by the support staff employee. Evaluators should review the Documentation Log at least once prior to May 1 in the non-certified support staff employee's summative evaluation year, although they are free to review it more often as desired.

Figure 7 provides examples of artifacts for support staff employees. These examples will vary based on the district's unique characteristics and an employee's unique job responsibilities.

Figure 7: *Examples of Artifacts in a Documentation Log for Non-Certified Support Staff*

Standard 1 − Job Knowledge: Sources of evidence that show goal progress; interview protocols; knowing their department policies and procedures. If appropriate: cost/benefit analyses reports; facilities plan; long-range goals; short-range goals; safety audit; financial audit; budgets; and schedules. Knowledge of instructional strategies and recommendations if working with students.

Standard 2 − Communication: Emails; calendars; data collection templates; needs assessments and summaries; customer satisfaction surveys; call logs; memos; shout outs.

Standard 3 − Organization : Daily or weekly planning documents; schedules; work logs of completed tasks; guidelines for use of time; Staff responsibility charts; use of Google calendar and task planning; call logs; production logs; time management; keeping "To Do Lists"

Standard 4 − Problem Solving/Decision Making: Staff responsibility chart; annual plans and reports; work orders; description of a scenario where problem solving was used effectively. An example of flexibility.

Standard 5 − Interpersonal Skills: internal communication; survey results; emails; minutes; notices; press releases; meeting agendas and minutes; media communications/correspondence; presentations to civic/ community groups.

Standard 6 − Professionalism: Continuing education updates; licensing; professional conference attendance; professional organization membership; networking; participation in community organizations; social media connections.

Surveys

Surveys are an important data collection tool used to gather data regarding perceptions of the support staff employee's performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected data may help the support staff employee set goals. Survey summaries also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

It is recommended that surveys are administered once per evaluation cycle to a representative sample. District will decide the survey completion date. The employee has the option to share the survey tool. The Survey Analysis will provide the employee the opportunity to generate an action plan related to the review of the survey results. A sample staff survey is shown in Part III, although support staff employees may use any applicable survey. School districts may have existing surveys that are given that may be utilized in conjunction with the survey process or as the survey itself for the non-certified support staff employee. The support staff employee will retain sole access to the surveys, but will provide a summary of the surveys to the evaluator as part of the Documentation Log. The *Survey Summary Form* that should be used is located in Part III.

Summative Assessment

Assessment and rating of overall job performance occurs only in the summative evaluation which comes at the end of the evaluation cycle. *Non-certified support staff will be rated on all six performance standards using the*

performance appraisal rubrics. As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of support staff employees and provides a general description of what each rating entails. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

Evaluators make judgments about an individual's performance of the six performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a non-certified employee's performance on all standards for the summative evaluation. The summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The evaluator records the ratings and comments on the *Summative Performance Report.* The results of the performance evaluation are discussed with the support staff employee at a summative evaluation conference.

Diagnostic Rating of Six Performance Standards

In making judgments for the summative assessment on each of the six performance standards, the evaluator should determine where the "**preponderance of evidence**" exists, based on evidence from the multiple data sources. Preponderance of evidence as used here is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, "In which rating category does the preponderance of evidence fall?" In many instances, there will be performance evidence that may fit in more than one category. When aggregating the total set of data and making a summative decision, the question to be asked is, "In which rating category does the evidence best fit?"

Single Summative Rating

In addition to receiving a diagnostic rating for each of the six performance ratings, the non-certified support staff employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the support staff employee. The intent is not to replace the diagnostic value of the six performance standards; rather it is to provide an overall rating of the employee's performance.

The overall summative rating will be judged as *Distinguished, Effective, Developing/Needs Improvement,* or *Unacceptable.* Each performance standard is equally weighted. **Figure 8** explains the Summative Scoring Rules. The summative rating is completed on the Summative Report (see Part III Forms).

Figure 8: *Summative Scoring Rules*

Performance Level Rating	Score Range
Distinguished	21-24
Effective	16-20
Developing/Needs Improvement	12-15
Unacceptable	6-11

- If the non-certified support staff employee has an *Unacceptable* rating on one or more of the six performance standards, he or she will receive an overall performance rating of *Unacceptable.*

- If the non-certified support staff employee has two or more *Needs Improvement* ratings or three or more *Developing* ratings from among the six performance standards, he or she will receive an overall performance rating of Developing/Needs Improvement.

A performance improvement plan will be required if a non-certified support staff employee received a single summative rating of unacceptable or received two or more needs improvement or three or more developing ratings.

The single summative rating communicates an overall rating level. **Figure 8** explains the four levels of ratings.

- Scoring of Non-certified support staff employee's occurs ONLY in the summative year.
- Scoring looks at ALL of the evidence collected in an Evaluation Cycle.
- Non-certified support staff employees are scored on each Standard AND given a holistic score on the standards.
- There is no averaging of scores, therefore, no decimals will be present in scores assigned by the Evaluator.
- Each Standard is weighted equally.
- The summative rating reflects an overall evaluation rating for the non-certified support staff employee.

Frequency of Summative Evaluation

All non-certified support staff will be evaluated summatively as prescribed by district policy. Summative evaluations are to be completed by the prescribed district procedure. Figure 9 details the suggested evaluation schedules using all of the data collection components of the evaluation system.

Figure 9: *Sample Evaluation Schedule for July-June Evaluation Cycle*

Timeline	Activity	Task or Document	Responsibility for Activity	
			Support Staff	*Evaluator*
By October 15	Non-certified support staff conduct self-assessment and establish a goal for the year.	*Self-Assessment Form* *Goal Setting Form*	✓	
By October 31	Goal discussed at Goal Setting Conference.	*Goal Setting Form*	✓	✓
By January 1	Evaluators conduct one observation of non-certified support staff.	*Observation Feedback Form*		✓
By January 30	Evaluators/non-certified support staff conduct mid-year review of goal.	*Mid-Year Goal Review Form*	✓	✓
District decides date	Non-certified support staff conduct surveys.	*Survey* *Survey Summary Form*	✓	
By May 1	Evaluators review Documentation Log.	*Documentation Log*		✓
By end of school year	Evaluators conduct a second observation of non-certified support staff.	*Observation Feedback Form*		✓
By end of school year	Non-certified support staff employee and Evaluator determine goal accomplishment.	*End-of Year Goal Review Form*	✓	✓
As prescribed by district procedure	Evaluators complete summative evaluation and hold summative conference with non-certified support staff employee.	*Summative Performance Report*		✓

IMPROVING PROFESSIONAL PERFORMANCE (Optional Processes)

The following are two optional tools that may be used at the discretion of the evaluator to improve professional performance. The first is the *Support Dialogue,* a district-level discussion between the evaluator and non-certified support staff employee. The second is the *Performance Improvement Plan.* The *Performance Improvement Plan* is a formal structure used for notifying a non-certified support staff employee of performance that *requires* improvement due to less-than-effective performance. These tools may be used independently of each other. Figure 10 highlights key differences between the two processes.

Figure 10: *Optional Tools to Increase Job Performance*

	Support Dialogue	**Performance Improvement Plan**
Purpose	For non-certified support staff employees who could benefit from targeted performance improvement	For non-certified support staff whose work is in the *Developing/Needs Improvement* or *Unacceptable* categories
Initiates Process	Evaluator	Evaluator
Documentation	*Support Dialogue* Memo or other record of the discussion/other forms of documentation at the district level	Form: *Performance Improvement Plan* District level Appropriate Supervisor is notified
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator In some instances, little or no progress – the employee may be moved to a *Performance Improvement Plan*	Sufficient improvement –recommendation to continue employment Inadequate improvement -recommendation to continue on *Performance Improvement Plan* OR employee dismissal

Support Dialogue

The *Support Dialogue* is initiated by an evaluator at any time during the school year. The *Support Dialogue* is for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as only applying to poor performing non-certified support staff employee. The option for a *Support Dialogue* is open to any non-certified support staff employee who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the non-certified support staff employee's growth and decide when to meet again. To facilitate the improvements, they may complete the optional *Support Dialogue.* After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and non-certified support staff employee meet again to discuss the impact of the changes. Sample prompts are provided in Figure 11.

Figure 11: *Sample Prompts for Support Dialogue*

Sample Prompts for the Initial Conversation
What challenges have you encountered in addressing _____? (tell specific concern)
What have you tried to address the concern of _____? (tell specific concern)
What support do you need in order to address your concerns?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about _____ (tell specific concern). What has gone well?
What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period), as it offers targeted support. The desired outcome is that the support staff employee's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to extend the time of the *Support Dialogue* because progress has been made. If the necessary improvement is not made, the non-certified support staff employee may be placed on a *Performance Improvement Plan*. If placed on a *Performance Improvement Plan,* the non-certified support staff employee will have a prescribed time period to demonstrate that the identified deficiencies have been corrected.

Performance Improvement Plan

If a non-certified support staff employee does not meet the expectations established by the school district, the employee may be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support the non-certified support staff employee in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a non-certified support staff employee whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a rating of *Needs Improvement* on two or more performance standards or three or more *Developing* ratings, or

- a rating of *Unacceptable* on one or more performance standards or an overall rating of *Unacceptable*.

Implementation of Performance Improvement Plan

When a non-certified support staff employee is placed on a *Performance Improvement Plan,* the evaluator must:

- provide written notification to the support staff employee of the area(s) of concern that need(s) to be addressed,

- formulate a *Performance Improvement Plan*, and

- review the results of the *Performance Improvement Plan* with the non-certified support staff employee within established timelines.

Assistance may include:

- support from a peer or supervisor,

- conferences, classes, and workshops on specific topics, and/or

- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the non-certified support staff employee to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the support staff employee is no longer on a *Performance Improvement Plan* and is rated *Effective*.

b) Partial improvement has been achieved but more improvement is needed; the support staff employee remains on a *Performance Improvement Plan* and is rated *Developing/Needs Improvement*.

c) Insufficient or no improvement has been achieved; the support staff employee is rated *Unacceptable*.

When a non-certified support staff employee is rated *Unacceptable*, the support staff employee may be recommended for non-renewal or dismissal.

PART II: NON-CERTIFIED SUPPORT STAFF PERFORMANCE STANDARDS, INDICATORS and RUBRICS

Non-certified support staff employees are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, non-certified support staff are not expected to demonstrate performance for each performance indicator. Performance is demonstrated to the standard.** Additionally, a district may choose to add indicators at their discretion.

The following are the two Standards, Indicators and Rubrics documents, one for Custodians, Food Service, and Administrative Assistance and a second separate document for Paraprofessionals. Paraprofessionals have additional indicators that pertain to work with students which is the reason for having two documents.

Non-CertifiedSupport Staff Performance Evaluation System:
Custodians, Food Service and Administrative Assistants

Performance Standard 1: Job Knowledge
The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.

Sample Performance Indicators
> *Examples may include, but are not limited to:*
>> **The support staff:**
>>> 1.1 Exhibits working knowledge of job responsibilities including health and safety, technology and procedures required to perform the job.
>>> 1.2 Exhibits working knowledge of policies and consistently follows them.
>>> 1.3 Exhibits working knowledge of job procedures and consistently follows them.
>>> 1.4 Demonstrates initiative and can complete tasks independently.
>>> 1.5 Aware of resources and applies them appropriately.
>>> 1.6 Demonstrates neatness, accuracy, thoroughness, and skillfulness in job responsibilities.
>>> 1.7 Understands the impact their role has on students' success and well-being.

Distinguished* *In addition to meeting the requirement of Effective...*	Effective *Effective is the expected level of performance*	Developing/ *Needs Improvement*	Unacceptable
The support staff employee continuously demonstrates extensive working knowledge of and competency in the skills and duties required to perform job functions effectively and shares their expertise to support and improve the system.	**The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.**	The support staff employee inconsistently demonstrates working knowledge of and competency in skills and duties required to effectively perform their job.	**The support staff employee does not demonstrate an understanding or working knowledge of and competency in skills and duties required to effectively perform their job.**

* Support staff employees who are distinguished serve as role models and/or leaders.

Performance Standard 2: Communication
The support staff employee effectively uses oral, written and nonverbal forms of communication to fulfill the responsibilities of the job and positively impact the school community.

Sample Performance Indicators
Examples may include, but are not limited to:

2.1 Demonstrates the vision and goals of the school and district.

2.2 Uses timely and appropriate written, verbal, and nonverbal communication skills including active listening.

2.3 Uses all available resources to effectively communicate with staff members and stakeholders to fulfill job responsibilities.

2.4 Uses language and appearance that portrays a professional image.

2.5 Communicates effectively and accurately to maintain positive relationships.

2.6 Follows protocol when communicating with coworkers, teachers, other professional staff and administration.

Distinguished* *In addition to meeting the requirement of Effective...*	Effective *Effective is the expected level of performance*	Developing/ Needs Improvement	Unacceptable
The support staff employee demonstrates initiative in enhancing effective communication to exceed the job responsibilities, thus having a greater impact on the school community	**The support staff employee effectively uses oral, written and nonverbal forms of communication to fulfill the responsibilities of the job and positively impact the school community.**	The support staff employee inconsistently uses effective communication in oral, written or nonverbal forms.	The support staff employee does not effectively communicate or positively impact their school community which hinders the employee and/or others.

* Support staff employees who are distinguished serve as role models and/or leaders.

Performance Standard 3: Organization
The support staff employee effectively organizes, plans and manages time and resources to produce quality results.

Sample Performance Indicators

Examples may include, but are not limited to:

        3.1 Adheres to the assigned schedule.

        3.2 Arrives and is prepared to assume responsibilities on time.

        3.3 Monitors/maintains appropriate documentation, records, email and calendars.

        3.4 Implements and maintains an effective system of organizing time, information and job specific duties.

        3.5 Demonstrates effective work habits.

        3.6 Identifies and utilizes resources efficiently and effectively.

        3.7 Adapts to and exhibits flexibility with changes in tasks, assignments, locations with a positive attitude.

        3.8 Maximizes opportunities to use their skills and abilities.

Distinguished* *In addition to meeting the requirement of Effective...*	*Effective* *Effective is the expected level of performance*	*Developing/* *Needs Improvement*	*Unacceptable*
The support staff employee demonstrates initiative in enhancing effective communication to exceed the job responsibilities, thus having a greater impact on the school community	**The support staff employee effectively organizes, plans, and manages time and resources to produce quality results.**	The support staff employee inconsistently organizes,plans and manages time and resources which produces minimal quality results.	The support staff employee does not organize, plan, and/or manage time and resources effectively which does not produce quality results.

* Support staff employees who are distinguished serve as role models and/or leaders.

Standard 4: Problem Solving/Decision Making
The support staff employee effectively and appropriately problem solves to make informed decisions that positively impact the school community.

Sample Performance Indicators

Examples may include, but are not limited to:

4.1 Makes sound decisions in an appropriate and timely manner.

4.2 Demonstrates effective conflict resolution skills.

4.3 Gathers and analyzes appropriate information as part of the problem solving process.

4.4 Seeks input from stakeholders when solving problems and making decisions.

4.5 Differentiates between and prioritizes decisions that need approval from those that are within the employee's role.

4.6 Uses a consistent and approved approach to problem solving and decision making.

Distinguished* *In addition to meeting the requirement of Effective...*	Effective *Effective is the expected level of performance*	Developing/ Needs Improvement	Unacceptable
The support staff employee is an innovative, proactive decision maker and problem solver who consistently collaborates with relevant stakeholders to make informed decisions for a greater impact on the school community.	**The support staff employee effectively and appropriately problem solves to make informed decisions that positively impact the school community.**	The support staff employee is inconsistent in their ability to make informed decisions and/or does not include relevant stakeholders.	The support staff employee does not problem solve and/or collaborate with others to make informed decisions which have a negative impact on the school community.

* Support staff employees who are distinguished serve as role models and/or leaders.

Performance Standard 5: Interpersonal Skills
The support staff employee interacts and works effectively with others in a fair and respectful manner.

Sample Performance Indicators
Examples may include, but are not limited to:

5.1 Ability to effectively cooperate, coordinate and collaborate.
5.2 Demonstrates ability to use and share resources and space efficiently and effectively.
5.3 Adapts positively to and exhibits flexibility with changes in tasks, assignments, locations
5.4 Respectfully responds in daily situations.
5.5 Respects the opinions of others and seeks to understand their perspective.
5.6 Is approachable and receptive to others.
5.7 Recognizes and celebrates the successes of others.

Distinguished* In addition to meeting the requirement of Effective...	Effective Effective is the expected level of performance	Developing/ Needs Improvement	Unacceptable
The support staff employee initiates a culture of collaboration, respect, understanding and recognition of others.	**The support staff employee interacts and works effectively with others in a fair and respectful manner.**	The support staff employee is inconsistent in being fair and respectful while interacting and working with others.	The support staff employee does not interact and/or work effectively with others in a fair and respectful manner.

* Support staff employees who are distinguished serve as role models and/or role models.

Performance Standard 6: Professionalism
The support staff employee demonstrates behavior consistent with legal, ethical, and professional expectations, contributes to the profession, and engages in professional growth.

Sample Performance Indicators

Examples may include, but are not limited to:

6.1 Follows federal, state, and local guidelines, policies and procedures.
6.2 Uses reflective practice to identify strengths and areas for growth related to job responsibilities.
6.3 Learns new skills, methods, and processes to enhance job performance.
6.4 Respects and upholds confidentiality at all times.
6.5 Develops and maintains positive working relationships with internal and external stakeholders.
6.6 Contributes positively to the school community.
6.7 Dresses, speaks and behaves appropriately according to district expectations.
6.8 Demonstrates dependability.

Distinguished* *In addition to meeting the requirement of Effective...*	Effective *Effective is the expected level of performance*	Developing/ Needs Improvement	Unacceptable
The support staff employee consistently models professional conduct and seeks opportunities for their growth and the growth of others.	**The support staff employee demonstrates behavior consistent with legal, ethical, and professional expectations; contributes to the profession, and engages in professional growth.**	The support staff employee is inconsistent in their demonstration of legal, ethical and professional expectations and/or professional growth.	The support staff employee does not adhere to legal, ethical,or professional expectations, does not contribute to the profession, and/or demonstrate professional growth.

* Support staff employees who are distinguished serve as role models and/or leaders.

Non-Certified Support Staff Performance Evaluation System:
Paraprofessionals

Performance Standard 1: Job Knowledge
The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.

Sample Performance Indicators

Examples may include, but are not limited to:

The support staff:

1.1 Exhibits working knowledge of job responsibilities including health and safety, technology and procedures required to perform the job.

1.2 Exhibits working knowledge of policies and consistently follows them.

1.3 Exhibits working knowledge of job procedures and consistently follows them.

1.4 Demonstrates initiative and can complete tasks independently.

1.5 Aware of resources and applies them appropriately.

1.6 Demonstrates neatness, accuracy, thoroughness, and skillfulness in job responsibilities.

1.7 Understands the impact their role has on students' success and well-being.

1.8 Demonstrates knowledge of backgrounds, abilities and interests of students supported.

1.9 Assists with the health, safety and welfare of students.

Distinguished* *In addition to meeting the requirement of Effective...*	*Effective* *Effective is the expected level of performance*	*Developing/ Needs Improvement*	*Unacceptable*
The support staff employee continuously demonstrates extensive working knowledge of and competency in the skills and duties required to perform job functions effectively and shares their expertise to support and improve the system.	**The support staff employee demonstrates knowledge of and competency in skills and duties required to perform their job effectively.**	The support staff employee inconsistently demonstrates working knowledge of and competency in skills and duties required to effectively perform their job.	The support staff employee does not demonstrate an understanding or working knowledge of and competency in skills and duties required to effectively perform their job.

* Support staff employees who are distinguished serve as role models and/or leaders.

Performance Standard 2: Communication
The support staff employee effectively uses oral, written and nonverbal forms of communication to fulfill the responsibilities of the job and positively impact the school community.

Sample Performance Indicators
Examples may include, but are not limited to:

2.1 Demonstrates the vision and goals of the school and district.

2.2 Uses timely and appropriate written, verbal, and nonverbal communication skills including active listening.

2.3 Uses all available resources to effectively communicate with staff members and stakeholders to fulfill job responsibilities.

2.4 Uses language and appearance that portrays a professional image.

2.5 Communicates effectively and accurately to maintain positive relationships.

2.6 Follows protocol when communicating with coworkers, teachers, other professional staff and administration.

2.7 Effectively communicates and engages with students, at a level appropriate to students' age and development, in order to support a positive, inclusive learning environment.

Distinguished* *In addition to meeting the requirement of Effective...*	*Effective* *Effective is the expected level of performance*	*Developing/* *Needs Improvement*	*Unacceptable*
The support staff employee demonstrates initiative in enhancing effective communication to exceed the job responsibilities, thus having a greater impact on the school community.	**The support staff employee effectively uses oral, written and nonverbal forms of communication to fulfill the responsibilities of the job and positively impact the school community.**	The support staff employee inconsistently uses effective communication in oral, written or nonverbal forms.	The support staff employee does not effectively communicate or positively impact their school community which hinders the employee and/or others.

* Support staff employees who are distinguished serve as role models and/or leaders.

Performance Standard 3: Organization
The support staff employee effectively organizes, plans and manages time and resources to produce quality results.

Sample Performance Indicators

Examples may include, but are not limited to:

3.1 Adheres to the assigned schedule.

3.2 Arrives and is prepared to assume responsibilities on time.

3.3 Monitors/maintains appropriate documentation, records, email and calendars

3.4 Implements and maintains an effective system of organizing time, information and job specific duties.

3.5 Demonstrates effective work habits.

3.6 Identifies and utilizes resources efficiently and effectively.

3.7 Adapts to and exhibits flexibility with changes in tasks, assignments and locations with a positive attitude.

3.8 Maximizes opportunities to use their skills and abilities.

3.9 Accurately documents and reports student progress.

Distinguished* *In addition to meeting the requirement of Effective...*	*Effective* *Effective is the expected level of performance*	*Developing/* *Needs Improvement*	*Unacceptable*
The support staff employee is exemplary at organizing, planning and managing time and resources to independently, collaboratively and/or proactively achieve high quality results and/or additional tasks.	**The support staff employee effectively organizes, plans and manages time and resources to produce quality results.**	The support staff employee inconsistently organizes,plans and manages time and resources which produces minimal quality results.	The support staff employee does not organize, plan, and/or manage time and resources effectively which does not produce quality results.

* Support staff employees who are distinguished serve as role models and/or leaders.

Standard 4: Problem Solving/Decision Making
The support staff employee effectively and appropriately problem solves to make informed decisions that positively impact the school community.

Sample Performance Indicators
> Examples may include, but are not limited to:
>> 4.1 Makes sound decisions in an appropriate and timely manner.
>> 4.2 Demonstrates effective conflict resolution skills.
>> 4.3 Gathers and analyzes appropriate information as part of the problem solving process.
>> 4.4 Seeks input from stakeholders when solving problems and making decisions.
>> 4.5 Differentiates between and prioritizes decisions that need approval from those that are within the employee's role.
>> 4.6 Uses a consistent and approved approach to problem solving and decision making.
>> 4.7 Responds to needs of students based on parameters given.

Distinguished* *In addition to meeting the requirement of Effective...*	Effective *Effective is the expected level of performance*	Developing/ Needs Improvement	Unacceptable
The support staff employee is an innovative, proactive decision maker and problem solver who consistently collaborates with relevant stakeholders to make informed decisions for a greater impact on the school community.	**The support staff employee effectively and appropriately problem solves to make informed decisions that positively impact the school community.**	The support staff employee is inconsistent in their ability to make informed decisions and/or does not include relevant stakeholders.	The support staff employee does not problem solve and/or collaborate with others to make informed decisions which have a negative impact on the school community.

* Support staff employees who are distinguished serve as role models and or leaders.

Performance Standard 5: Interpersonal Skills
The support staff employee interacts and works effectively with others in a fair and respectful manner.

Sample Performance Indicators

Examples may include, but are not limited to:

5.1 Demonstrates ability to effectively cooperate, coordinate and collaborate.

5.2 Demonstrates ability to use and share resources and space efficiently and effectively.

5.3 Adapts positively to and exhibits flexibility with changes in tasks, assignments, locations

5.4 Respectfully responds in daily situations.

5.5 Respects the opinions of others and seeks to understand their perspective.

5.6 Is approachable and receptive to others.

5.7 Recognizes and celebrates the successes of others.

5.8 Engages in interactions with students that reflect warmth and caring and are respectful of diverse needs of students.

Distinguished* *In addition to meeting the requirement of Effective...*	*Effective* *Effective is the expected level of performance*	*Developing/* *Needs Improvement*	*Unacceptable*
The support staff employee initiates a culture of collaboration, respect, understanding and recognition of others.	**The support staff employee interacts and works effectively with others in a fair and respectful manner.**	The support staff employee is inconsistent in being fair and respectful while interacting and working with others	The support staff employee does not interact and/or work effectively with others in a fair and respectful manner.

* Support staff employees who are distinguished serve as role models and/or leaders.

Performance Standard 6: Professionalism
The support staff employee demonstrates behavior consistent with legal, ethical, and professional expectations; contributes to the profession, and engages in professional growth.

Sample Performance Indicators

Examples may include, but are not limited to:

6.1 Follows federal, state, and local guidelines, policies and procedures.

6.2 Uses reflective practice to identify strengths and areas for growth related to job responsibilities.

6.3 Learns new skills, methods, and processes to enhance job performance.

6.4 Respects and upholds confidentiality at all times.

6.5 Develops and maintains positive working relationships with internal and external stakeholders.

6.6 Contributes positively to the school community.

6.7 Dresses, speaks and behaves appropriately according to district expectations.

6.8 Demonstrates dependability.

6.9 Supports instructional plans with fidelity.

Distinguished* *In addition to meeting the requirement of Effective...*	Effective *Effective is the expected level of performance*	Developing/ Needs Improvement	Unacceptable
The support staff employee consistently models professional conduct and seeks opportunities for their growth and the growth of others.	**The support staff employee demonstrates behavior consistent with legal, ethical, and professional expectations; contributes to the profession, and engages in professional growth.**	The support staff employee is inconsistent in their demonstration of legal, ethical and professional expectations and/or professional growth.	The support staff employee does not adhere to legal, ethical,or professional expectations, does not contribute to the profession, and/or demonstrate professional growth.

* Support staff employees who are distinguished serve as role models and/or leaders.

PART III: Appendices
APPENDIX A: Sample Survey

Administrative Assistant Survey

The purpose of this survey is to provide feedback to your Administrative Assistant.

Name/Position: _____

Date: _____

Please check in the box with your candid response to the following items. Rate the service provided by this Administrative Assistant listed above by checking a box on a number between one and five. 1 being the lowest rating and 5 being the highest rating. If you are unable to answer the question please indicate NA for not applicable.

	1	2	3	4	5
When you call via telephone am I efficient, friendly and helpful?					
When you call me via telephone are you satisfied with the service you receive?					
When you contact me via e-mail are the responses timely and efficient?					
When you enter the office are you greeted and made to feel welcome?					
When you contact the office do you feel I listen and try to get a good understanding of your needs?					
When attending meetings onsite how friendly and helpful do you feel I am?					
How would you rate your overall satisfaction you receive from me?					

Comments: What suggestions might you have to help me provide quality service to you and this office?

Other comments:

APPENDIX B: [Link to Sample Forms](#)
Within this folder you will find:

1. Non-Certified Support Staff Documentation Log
2. Non-Certified Support Staff Observation/Site Visit Feedback
3. Non-Certified Support Staff Survey Analysis
4. Non-Certified Support Staff Goal Setting Plan
5. Non-Certified Support Staff Goal Review
6. Non-Certified Support Staff Performance Improvement Plan - All Positions
7. Non-Certified Support Staff Summative Report - All Positions
8. Non-Certified Support Staff ParaProfessional Documentation Log
9. Non-Certified Support Staff ParaProfessional Observation/Site Visit Feedback
10. Non-Certified Support Staff ParaProfessional Survey Analysis
11. Non-Certified Support Staff ParaProfessional Goal Setting Plan
12. Non-Certified Support Staff ParaProfessional Goal Review

APPENDIX C: Essential District Planning - Questions to be Answered

- What will your observation cycle be for non-certified employees? (annual, two-year or three-year)?
- What data sources do you want to use for administrative assistants / secretaries, custodians, food service personnel, and/or paraprofessionals?
- How often will observations take place?
- How many artifacts per standard in cycle?
- How many goals will your employees have?
- How do you fill out the self-reflection form (by standard, by indicator, by etc…)?
- When will surveys be given by non-certified staff?

APPENDIX D: Glossary

Artifacts: Forms of evidence that support a non-certified support staff employee's evaluation. Authentic examples may include safety audit, schedules, customer satisfaction surveys, work logs, emails, networking, and conference attendance.   Artifacts may take forms other than documents, such as videos of practice, pictures, or other forms of evidence.

Consistently (as in the description of "distinguished" when a person surpasses the standard): Expression used to describe a non-certified support staff employee who is unchanging in her/his level of achievement or performance that exceeds the established standard over the period of time of the evaluation.

Documentation: (referring to evidence and artifacts): Documentation is a general term for a collection of information or evidence that can serve as a record of a non-certified support staff employee's practice.

Evidence Collection: The systematic gathering of evidence that informs the summary of a non-certified support staff employee's practice. Multiple forms of evidence are required to support this evaluation.

Goal Setting:
The non-certified support staff's self-assessment of progress toward meeting performance goals encourages reflection on his/her experiences and also provides a structure to consider future goals and determine strategies for achieving goals. The self-assessment process is useful in promoting the support staff's growth.

In addition to meeting the standard (as in the description of "distinguished" when a person considerably surpasses the standard): Expression used to describe a non-certified support staff employee whose achievement or performance is notably and substantially above the established standard.

Indicators/Look Fors: Observable pieces of information for evaluators to identify or "look for" during an observation or other evidence gathering.

Informal Observations-A short (15 minute minimum) observation of a non-certified support staff employee's practice in their work setting environment.

Mid Year Review: A formal meeting scheduled by the evaluator at the mid-point of the evaluation. During the meeting, the evaluator may discuss adjustment of a goal setting plan at this time.

Frontline Education (EEM): The electronic tool being used to house all of the information regarding observations, artifacts, survey data, pre and post observation conferences, and the summative evaluation. This tool assists in scheduling and completing the process of the non-certified support staff employee's evaluations.

Observations: One source of evidence used to assess and provide feedback on non-certified support staff employee's performance. Observations are carried out by the employee's evaluator or a designee, who looks for evidence in one or more of the standards in the Non-Certified Support Staff Performance Evaluation System.

Observation Cycle: The timeline of this cycle is a district decision. Observations provide data on the non-certified support staff employee's daily performance and are evidence sources that assist in determining employee effectiveness. Observations may be done on a formal basis through job shadowing or an informal basis noting performance on an ongoing basis. Examples of observations may consist of observing support staff employee interactions during a

meeting, walkthroughs of work environment, six week check ins, cleaning audits, informal interviews, kitchen visits, and observations (classroom for paraprofessionals).

Evaluators are encouraged to complete a minimum of two observations per evaluation cycle (with the discretion to do additional observations as determined by the evaluator.

Performance appraisal rubric: Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of a non-certified support staff employee' performance efficient and accurate.

Performance Indicators/Look Fors: Performance indicators provide examples of observable, tangible behaviors for each non-certified employee performance standard. Indicators are examples of the type of performance that will occur if a standard is being successfully met.

Performance standard: Performance standards are the major duties performed by a non-certified support staff employee and serve as the basic unit of analysis in the evaluation system.

Post-observation conference: A conference that takes place after an observation during which the evaluator provides feedback verbally and in writing to the non-certified support staff employee.

Self-assessment: Self-assessment is a process by which non-certified support staff employee's judge effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

Surveys: Surveys provide information to the non-certified support staff employee of the perceptions of how others observe they are performing. The purpose of a survey is to collect information that will help the non-certified support staff employee set goals for continuous improvement (i.e., for formative evaluation) - in other words, to provide feedback directly to the employee for growth and development.