GUIDELINES FOR

PERFORMANCE-MANAGEMENT EMPLOYEE EVALUATION

LEE'S SUMMIT R-7 SCHOOL DISTRICT
LEE'S SUMMIT, MISSOURI

Lee's Summit R-7 School District
301 NE Tudor Road

R-7 PERFORMANCE-BASED STAFF EVALUATION GUIDELINES

Table of Contents

Introduction

Welcome to the Performance Management Process of the Lee's Summit School District. This guidebook explains the process, how to use the forms and gives you tips for using the system effectively. In the Conclusion you will find the Staff Performance Management Evaluation form, the TalentEd Login Instructions, the Employee and Evaluator Quick Guides and a comprehensive listing of the district's character traits. We hope you find the information included in this guide helpful throughout the evaluation process.

This tool was developed by Lee's Summit School District Classified Employee Evaluation Team Members: Dianna Rentie - Chairperson, Human Resources, Tony Dixon - Co-Chairperson, Technology Supervisor, Steve Campbell - Assistant Principal, Kristi Fate - BASS Assistant Director, Carl Galbreath - Facilities/Operations Assistant Director, Kyle Gorrell - Facilities Director, Frank Honn - Assistant Principal, Emily Miller - Special Services Director, Linda Thompson - Transportation Director and Donita Zehr - Nutrition Services Coordinator.

Because we all report to different "titles" (i.e. managers, directors, supervisors, etc) we will use the term "supervisor" throughout this guidebook. Whenever you see the word "supervisor", think of the person to whom you report to directly.

Why Performance Management and TalentEd Perform?

The Lee's Summit School District is committed to the professional development of its employees and to building a performance oriented culture around excellence. The employee evaluation system is designed to provide specific, actionable feedback to employees about their current performance and future career development. The system is further designed to identify Performance Standards that are expected of all district employees and their supervisors as they access progress against these competencies as well as individual development objectives.

The goal of the staff evaluation program is to create an environment in which the employee can realize personal satisfaction and fulfillment while working to accomplish the goals of the district as well as improve job skills that ultimately affect student learning. The evaluation will be used to increase job proficiency and also determine eligibility for re-employment as per Board Policy GDN.

TalentEd is the district's chosen comprehensive and easy to use talent management software designed especially for the needs of K-12 employees. The system and forms, recommended by a 10-member R7 Staff Team, were piloted with classified employees (BASS, Technology and Human

Resources) during the 2013-14 school year. Additional information regarding how to access the system is included in this guidebook.

Objectives

The objective of the system is to promote collaboration between employee and supervisor(s) regarding the employee's performance and professional development by:
- ➢ Encouraging proficiency and professional growth of employee
- ➢ Setting performance expectations as well as expectations for accomplishments
- ➢ Enhancing communication between employee and supervisor
- ➢ Measuring performance

The process encompasses:

- ➢ Goal setting for improving results in the organization and in the individual's work area
- ➢ A system for building on strengths to enhance strengths and identify areas for improvement
- ➢ An appraisal of performance-both goal attainment and expected behaviors demonstrated
- ➢ Ability to gain instant access to previous years' evaluations and related documents

The employee quick guide in the Conclusion outlines the steps.

Each performance cycle is 12 months long (or length of work agreement). All performance appraisal ratings are due to Human Resources by March 15 of the current school year.

The performance cycle begins July 1 and goes through the employee's work agreement end date or June 30th.

It is recommended that an interim appraisal be conducted at the mid-point of the performance cycle evaluation period if there are performance concerns.

The Performance Management and TalentEd Process

The Performance Management Process provides a structured method of setting performance goals, clarifying behavior expectations, setting development goals and rating job performance via TalentEd Perform. TalentEd Perform features allow:
- All your evaluation forms online
- Automatic Workflow, e-Signatures and Reminder Alerts
- Process Reporting
- Evaluation Result Analytics
- Sync Evaluation Tasks with Your Existing Calendar
- Tablet and Mobile Phone Access
- Personal Improvement Plans Support
- Form Builder
- Evaluation Process Builder

You will receive a Welcome email at the start of every performance year regarding TalentEd Perform login instructions. You can also access TalentEd Perform electronically through the District website http://www.lsr7.org →click Staff→scroll down and click on APPS under Human Resources→click on Talent Ed→click on the TalentEd Perform→type in your district email address on the first line→tab down and type in your password on the second line. Passwords must have: eight characaters minimum and at least one special character. Sample forms utilized in both the Performance Management Process and the TalentEd Perform system can also be found in the Conclusion section of this guide.

Performance Goals

Each performance management cycle begins with goal setting. During this step, you and your supervisor set goals for the upcoming performance cycle.

As you develop your goals make sure they meet the criteria of a **SMART** goal:

> **S**=specific to your job or role in the organization
> **M**=measurable in some concrete way-numbers, rate, etc
> **A**=appropriate-within your sphere of influence and authority
> **R**=reasonable to what you could be expected to do, yet involving a stretch beyond the everyday execution of your job
> **T**=time-limited—not open-ended

Each employee is to have at least one goal, but some may choose to have more. The number of goals depends on the job and the activities associated with your position.

Some Examples of Goals

- Learn how to create a spreadsheet in excel by January 1 in order to track student data. ***Performance measure****: accurate spreadsheet with updated student data*

- Develop a district-wide plan to enhance communication and teamwork among Human Resources and supervisors by March 15. ***Performance measure****: a plan with strategies and action steps that start in late December*

- Attend training workshops and join groups to improve public speaking skills and present in front of an average sized group by May. ***Performance measure****: successfully present to a group*

- Achieve and maintain no more than 2% absenteeism. ***Performance measure****: 2% or less absenteeism on average during the goal period*

Once you and your supervisor have reached an agreement on your goals, both of you electronically sign and date the form. A copy of your goals will be available to preview in the TalentEd Perform system. You may want to post your goals in a visible location to remind you.

You may find it useful to design an action plan with steps and objectives to guide you toward achieving your goals.

Evaluation Guidelines

Competencies

There are 5 competencies that **staff** are expected to perform at a minimum of the "effective" level while always striving for outstanding performance. Each competency uses the framework of the mission, vision and character traits as indicators of progress which helps define the district's expectations for each competency.

1. **Interpersonal Relationships/ Customer Service - Respect**
2. **Safety - Loyalty**
3. **Dependability - Responsibility**
4. **Professionalism - Cooperation**
5. **Essential Functions - Perseverance**

Rating Factors

The rating factors will be used to determine how an employee is performing in each indicator, competency and overall evaluation.

- **Outstanding Performance:** Employee displays a consistently high level of job related skills, abilities, initiatives and productivity towards the competency under review. Assignments and responsibilities are completed beyond the level of expectation. Initiative and self-direction are a constant.
- **Highly Effective**: Employee displays a consistently high level of job related skills, abilities, initiative and productivity, exceeding most standards and meeting all others within the competency under review.
- **Effective:** Employee displays and maintains an effective and consistent level of performance of the competency and review. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly and appropriately.
- **Improvement Needed:** Employee displays inconsistency in the performance on the job competency under review and output frequently falls below acceptable levels.
- **Much Needed Improvement:** Work output is consistently low, regularly fails to meet required outcomes and error rate is high requiring repetition of duties or completion of duties by other employees. Performance at this level cannot be allowed to continue.
- **Not Applicable:** Category that is not applicable to this employee.

Initial Meeting

At the beginning of the school year, a meeting will take place with your supervisor (either one on one or in a group setting). This meeting will involve discussion of goals for that school year; review of the evaluation process and any other pertinent information regarding this system. The goal sheet will be submitted to your supervisor via TalentEd Perform after the initial meeting.

Interim Appraisal Meeting

Midway through the year, or earlier if you both decide it is necessary or if you are on probation, your supervisor may give you an interim performance appraisal. This meeting is not required but can be used as a checkpoint for goal and performance progress. If an interim meeting is scheduled some of the items to be discussed should be:
- Goals you performed particularly well and those needing improvement
- Behavior expectation—examples of good performance and those needing improvement noted
- Performance development progress and improvements
- Shifts in priorities(if any)
- Changes that need to be made to your goals(if any)
- Barriers you are encountering and how they may be overcome
- Needed support from your supervisor or other team members

Appraisal Meeting

At the end of the performance you and your supervisor will discuss your performance and the ratings you received.
- You and your supervisor each prepare for the meeting by reviewing the year, completion of goals, etc
- Your supervisor may ask for you to complete a Self Evaluation to turn in prior to the meeting. This is optional and at the supervisor's discretion
- You and your supervisor discuss the final appraisal. The discussion should start with you sharing your self-ratings and rationale, then your supervisor's ratings and examples/rationale
- If rated lower than you expected, there are several questions you may have to ask so you understand your supervisor's reasoning. It can be hard to be objective about our own performance
    - Ask your supervisor why you were rated the way that you were
    - Listen to your supervisor's reasons
    - Ask for examples supporting the rating
    - Ask how you can improve; get specific examples
    - Share your perspective on your performance and talk about what you can do to improve
    - You may request a brief time-out to think calmly about the feedback you have just received and to prepare a response
- You and your supervisor sign the electronic form
- If you want to comment on the final appraisal in writing you can do so under Employee Comments via TalentEd
- You and your supervisor will then discuss possible goals for the next school year

- Co-develop some goals to address behavior and performance expectations with the lowest rating; again building upon your strengths
- Agree on the due dates for each goal
- Sign the form
- You and your supervisor have access to the completed Evaluation Form via Talent Ed. The completed Evaluation Form will be forwarded to Human Resources by March 15 and retained in your personal file

Additional Information for Managers and Supervisors

It would be difficult to overstate the importance of giving your employees performance feedback. Feedback helps employees self-manage their performance. The Staff Performance Management Form supplements the feedback you should be giving your employees daily.

Using the Evaluation Form and process is not optional. You must give all of your direct reports a performance appraisal at least once a year. The appraisal meeting itself will more likely be a success if you don't spring any surprises on your employees. Surprises are not likely if you provide regular feedback.

The tips listed below for each **Step** of the Staff Performance Management Process may help you use the process more effectively.

Step 1: Prepare for the Goal Setting Meeting
It is recommended that you start the goal-setting process during the first few weeks of the performance cycle. It's important to give the goal setting process the time it deserves. Carefully thought out goals can have a powerful positive effect on your employees' motivation and performance.

Plan to meet in a private place that has few interruptions. Sometimes a conference room or small meeting room is best. Pick a time when each is fresh and has the energy that this task requires. Select the time, date and place to share with your employee and be sure this is agreeable with them.

There are several ways to handle the goal setting process. First, you can ask your employees to draft goals and submit them to you. Second, you can meet with your employees one-on-one and set goals jointly. Last, you can each independently draft goals and send them to each other, then meet and discuss and agree. **It is recommended that you utilize the last option.**

Step 2: Participate in the Goal Setting Meeting
It is usually best to draft goals before recording them on the Form. Then you can review and revise the goals until you are fully satisfied with them. Here are questions to consider when you and your employee are trying to reach agreement on goals:
- Do they meet the criteria for a **SMART** goal?

- Are the goals realistic?
- Are the goals achievable?
- Do the goals move the organization, department or individual in a direction we want to go?
- Are the goals compatible with goals set higher up in the organization?
- Do the goals have a completion date?
- Do the goals clearly describe what is expected, what needs to happen?
- Will you be able to objectively assess/measure whether or not the goals have been attained? Are there performance measures identified?
- When you have reached agreement goals, submit them electronically on the goal sheet. Discuss how these goals can be accomplished—some strategies and action steps.
- Here again, you may want to take the time to create an action plan that shows the steps that will achieve each of the goals. This can also be an assignment that the employee does on his/her own and later shares with you.
- If an action plan is completed, both agree on the date for the finalized action plan and development plan to be shared and discussed with you—if not completed at this meeting.
- Each of you has access to the electronic goals.

Participating in periodic meetings to discuss the goals and progress toward achieving them are *key to success.* Setting these meetings up is your responsibility and can be communicated via TalentEd Perform through email.

Step 3: Communicate Frequently
Both the supervisor and employee each can take the initiative to discuss progress, accomplishments, and obstacles to achieving goals and barrier-busting strategies at least weekly. This discussion can be with or without performance documentation and does not need to be a formal meeting.

Performance Notes
- Be certain that each person who reports to you fully understands your performance expectations. Feedback is most effective when people know the standards against which their performance is being measured.
- The employee evaluation has been aligned to each employee's job description.
- Develop the habit of giving each member of your team some type of feedback every week (even if it is a mass email) just to keep in touch and let everyone know they are doing a good job. This process is helpful if you have specific issues with someone that needs to be dealt with immediately. If you are apt to forget, the habit may assist you in putting a tickler in your calendar or computer.
- Solicit feedback on your feedback. Ask others to critique your nonverbal feedback (looks, behaviors, etc.) as well as your verbal feedback. Keep in mind that body language often communicates stronger messages than words.

Step 4: Preparing for the Appraisal Meeting
- Schedule the appraisal meeting at a time and place that will work for you and the employee. Once you have set the date, keep it! Schedule the meeting the afternoon before a work day so that the employee can discuss it with you the next day if necessary after fully absorbing all information.
- Arrange to do the appraisal meeting in a private area where there will be no interruptions and an area that is neutral—not in either person's office. Facility and time constraints may prevent the latter.
- Review all available data from the previous performance cycle:
  - Job duties
  - Agreed-upon goals
  - Performance notes
- Compare goal accomplishment with expectations:
  - Were they met? Were they exceeded? Were they not met
  - Note any unexpected conditions or obstacles
  - Should any be continued or built upon in the next performance cycle?
  - Assess that support has been given-both when requested and when observed to be needed. If support was not given—take that into consideration as you rate the affected performance.
  - Be sensitive to any follow-up areas needing corrective action or where corrective actions were taken. Be sure to recognize improvements.
  - Review and rate the behavior expectations—using as many examples as possible from performance notes and from memory.
  - As an option, ask your employee to prepare for the appraisal meeting by self-assessing their past performance and projecting what new initiatives will need to be addressed. (You may want to ask them for a list of their accomplishments a day or two before the scheduled appraisal meeting).

Step 5: Tips for the Appraisal Meeting
- Tips for getting off to a positive start:
  - Consider the appraisal as an exchange.
  - Don't rush into specifics.
  - Be sensitive to the employee's concerns regarding the process-address them.
  - Be yourself.
  - Anticipate problems that may occur during the meeting and plan how to respond.
- Opening the meeting, some possibilities:
  - Explain why we are doing this.
  - Proposed outline/agenda
  - Thank them for coming—you value their time.
  - May start by asking: What are you proud of? What challenges have you met? What have you learned this last year?

- Studies have shown that participation and mutual problem solving improve employee satisfaction with the performance appraisal:
  - Learn more about what the employee is thinking.
  - You may choose to incorporate information from your pre-evaluation and the employee's self-appraisal simultaneously.
  - Look for problem causes and solutions to those causes, if applicable.
- Review the development plan: celebrate successes and set new goals.
- Closure:
  - Summarize ratings, comments and agreements.
  - Electronically sign the forms and submit to HR upon completion.

Keep in mind the objective is to create an environment where open dialogue is comfortable and effective

Conclusion

The remainder of this Guidebook contains the following information:

1. TalentEd Login Instructions
2. Instructions for Direct Report to set/reset a password
2. Staff Evaluation Process Chart
3. Additional District Character Traits
4. TalentEd Employee QuickGuide
5. TalentEd Evaluator QuickGuide
6. Employee Annual Goal Setting Sheet

TalentEd Login Information

An email will be sent mid-September and will read like the one below introducing everyone to TalentEd.

2017-18 TalentEd Perform Login Information

TalentEd Perform

Hi

TalentEd Perform Login Information:

TalentEd Perform is the district's chosen comprehensive and easy to use talent management software designed especially for the needs of LSSD employees. The employee evaluation system is designed to provide specific, actionable feedback to employees about their current performance and future career development.

To access TalentEd Perform please go to the District website at http://www.lsr7.org - Click on Staff - Click Apps under Human Resources - Click Talent Ed - Click on: "TalentEd Perform (TEP) icon above or this url" or Click on: https://leessummit.tedk12.com/sso/account/login?pid=8&returnUrl=. Guides for the Evaluator and Employee can be found on this web page as well as the Classified TEP Booklet after scrolling down and before clicking on the TalentEd icon.

If you are new to the district: click on Logging in for the first time? at the bottom to receive instructions for getting your password set. If you are a returning employee: type in the password previously used or if you have forgotten your password: click on Forgot your password? to receive instructions for having your password reset.

For assistance please email TalentEdPerform@lsr7.net

Lees Summit R-7 School District TalentEd Perform

Powered by TalentEd Perform

Instructions for Direct Report to set/reset a password

- log into the district website
- click on **STAFF** → under Human Resources→ click on **Apps** and click on **Talent Ed**
- click on **TalentEd Perform (TEP)**
- type in your district email address, which is your Username
- tab down and click on **Forgot your password?** enter your email address and an email will be sent with instructions on setting up a new password

Password Requirements; passwords must have eight characters minimum and at least one special character minimum

Staff Evaluation Process Chart

| Initial Meeting (Goal Setting Conference)	Interim Meeting(s) (Encouraged/not required)	Final Evaluation Meeting
►30-45 days after beginning of Rating Period ↕ ►Administrator and/or Direct Supervisor discusses job description, evaluation form & support form ↕ ►Goal sheet is completed and goals for the current year are discussed	►Mid-year or when coaching is needed ↕ ►Discuss progress to date ►Discuss realignment of goals ►Begin coaching and documentation if needed ►Potential HR involvement in serious cases which may result in some personnel action	►Administrator and/or Direct Supervisor schedules evaluation meeting ↕ ►Administrator and/or Direct Supervisor completes Evaluation form prior to meeting ↕ ►Employee and Administrator and/or Direct Supervisor discuss evaluation and goal progress

Additional District Character Traits

Self-Control – Choosing to manage one's emotions, desires, or actions & respecting the boundaries of others.

Kindness – Acting humanely, be considerate of others.

Family – A cohesive unit of individuals residing or working together, providing support & encouragement.

Courage - The quality of mind or spirit that enables a person to face difficulty, danger, pain with firmness; to act in accordance with one's own beliefs in spite of criticism. The ability to face difficulty or danger and express your beliefs even if you are afraid and alone.

Honesty – Truthfulness, sincerity; be truthful in all you do and never deceiving, stealing, or taking advantage of the trust of others.

Appreciation – Recognizing the quality, value, and significance of people and the things they do.

Sportsmanship – Exhibiting fairness & respect to teammates & opponents; winning & losing graciously.

Citizenship – Displaying allegiance to one's country; actively & responsibly participating in the community.

Trustworthiness – Reliable; dependable.

Empathy - Identifying with, participating in, and understanding another's feelings, situations and motive.

Sympathy – Sharing or understanding the feelings of another person.

Compassion - To be sensitive to the needs of others together with offering support.

Integrity – Consistent adherence to a moral code or standard of moral values.

Contentment – Feelings of happiness and a sense of well-being.

Optimism – The belief that goodness will prevail; cheerful hopefulness.

Assertiveness – Taking action with confidence and respect.

Generosity – Sharing unselfishly one's time and resources.

Humility – To consider the happiness and success of others to be just as important as your own.

Self-Motivation – An intrinsic drive to satisfy a need or achieve a goal.

Fairness – To treat people without favoritism.

Forgiveness – Extending grace to self and others; ceasing to resent.

Patience – Resolving to remain calm through trying situations.

Employee Quick Guide – TalentEd Perform(TEP)

Remember to always Logout by clicking Logout in the top right hand corner of the TEP window.

Click the Tasks tab to see a list of items that may require your attention. Your tasks may include meetings, and/or forms that need to be completed and/or signed.

MY FOLDER   SIGNATURES

Perform

Tasks   History   Attachments   Profile   Evidence
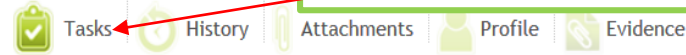
Incomplete Tasks

School Year   2017/2018

#	Task	Process	Scheduled	Due	Results 1-2 of 2
1	Goal Setting Conference *	Human Resource Specialist Evaluation			
2	EMPLOYEE ANNUAL GOAL SETTING SHEET *	Human Resource Specialist Evaluation			GO TO FORM

To complete your Employee Goal Setting Sheet, click GO TO FORM and complete 1a, 1b, 1c and 1d. Scroll down and click on Save & Submit when you are finished and ready to submit it to your Direct Supervisor to view.

MY FOLDER   SIGNATURES

Perform

Tasks   History   Attachments   Profile

Look at the Signature icon in the top right corner. If there's a numbered star, click to review and to complete required signatures.

Type your First Name and Last Name in the Signature Box.

Click Submit

Signature

Current User   teacher2 teacher2

Date   8/15/2013

Signature *

☑ I have read and accept the Electronic Signature Statement.

Comments

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Evaluator Quick Guide – TalentEd Perform (TEP)

1) Click **MY STAFF**

Welcome TONY DIXON

Talent'Ed Perform™ '13

Logout
Impersonatin

MY STAFF   MY FOLDER   SIGNATURES

2) Click the Evaluation Tab / Dashboard

3) Click VIEW

Dashboard   Staff   Schedule   Reports   Analysis

Staff

| All Staff | Not Evaluated | **Evaluation** | Action Plan | Evaluation Dashboard **New** |

Search: [   ]
Enter any part of the name, employee id, building, or process name to search.

☐ Show Direct Reports of My Direct Reports

Job Type: [All Job Types ▾]   Process: [All Processes ▾]   Responsible: [   ] ✕
Tenure Level: [All Levels ▾]   School Year: [2013/2014 ▾]

☐ ✔	Last ▲	First	Employee ID	Process	Progress	Responsible	Deadline	Results 1-15 of 34
☐	BALL	DOUG	106084754	Field Technology Specialist Evaluation	0/3	T. DIXON	03/15/2014	VIEW FOLDER

4) Click GO TO FORM

(to begin filling out the Evaluation)

#	Task	Sched	Comp	Responsible	Resp Type			3 Tasks
1	Goal Setting Conference *			T. DIXON	Supervisor	**MARK AS DONE**	**SCHEDULE**	**ASSIGN**
2	EMPLOYEE ANNUAL GOAL SETTING SHEET *			D. BALL	Direct Report		**SCHEDULE**	**ASSIGN**
3	Field Technology Specialist Evaluation *			T. DIXON	Supervisor	**GO TO FORM**	**SCHEDULE**	**ASSIGN**

5) Fill out the form. Before leaving the form be sure to **Save Progress** (if you have not yet completed the entire evaluation) OR **Save and Submit** (if the Evaluation is complete).

Back   Save Progress   Form Sharing   Save & Submit   ✓ AutoSave Enabled

6) Logout by clicking the link at the top right hand corner of the window.

Logout

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EMPLOYEE ANNUAL GOAL SETTING SHEET

1a. What goal will you accomplish this year? Follow SMART (Specific, Measurable, Attainable, Relevant and Time Bound) goal guidelines.

1b. Check the competency area(s) that matches your goal:

- ☐ Competency 1: Interpersonal Relationships/Customer Service - Respect
- ☐ Competency 2: Safety - Loyalty
- ☐ Competency 3: Dependability -Responsibility
- ☐ Competency 4: Professionalism -Cooperation
- ☐ Competency 5: Essential Functions -

    Perseverance

1c. What will you need to achieve this goal?

1d. How will you know when the goal has been accomplished?

2a. What goal will you accomplish this year? Follow SMART (Specific, Measurable, Attainable, Relevant and Time Bound) goal guidelines.

2b. Check the competency area(s) that matches your goal:

- ☐ Competency 1: Interpersonal Relationships/Customer Service - Respect
- ☐ Competency 2: Safety - Loyalty
- ☐ Competency 3: Dependability -Responsibility
- ☐ Competency 4: Professionalism -Cooperation
- ☐ Competency 5: Essential Functions -

    Perseverance

2c. What will you need to achieve this goal?

2d. How will you know when the goal has been accomplished?

3a. What goal will you accomplish this year? Follow SMART (Specific, Measurable, Attainable, Relevant and Time Bound) goal guidelines.

3b. Check the competency area(s) that matches your goal:

- ☐ Competency 1: Interpersonal Relationships/Customer Service - Respect
- ☐ Competency 2: Safety - Loyalty
- ☐ Competency 3: Dependability -Responsibility
- ☐ Competency 4: Professionalism -Cooperation
- ☐ Competency 5: Essential Functions -

    Perseverance

3c. What will you need to achieve this goal?

3d. How will you know when the goal has been accomplished?

SECRETARY SCHOOL ATTEND/GUID/DEPT/REC/SPEC SER EVALUATION

Please complete this form with care. Base your evaluation on the employee's performance during the current rating period. There are 5 competencies that classified staff are expected to perform at a Proficient/Effective level while always striving for outstanding performance. Whenever possible, objective, quantifiable measures using the employee's job description are used to evaluate performance and specific examples of behavior which illustrate performance ratings should be a measurement of end results achieved. Written comments should be designed to motivate the employee. For example, a "Proficient/Effective" rating indicates very satisfactory performance in that aspect of the job.

CLASSIFIED STAFF PERFORMANCE MANAGEMENT SYSTEM

There are 5 competencies (Interpersonal Relationships/Customer Service -*Respect,*, Safety -*Loyalty*, Dependability –*Responsibility*, Professionalism -*Cooperation*, Essential Functions -*Perseverance*) that Classified Staff are expected to perform at a minimum of the "effective" level while always striving for outstanding performance. Each competency uses the framework of the district's mission, vision and character traits as indicators of progress which helps define the district's expectations for each competency.

Mission,
We prepare each student for success in life.

Vision,
Lee's Summit R-7 is an exemplary school district, graduating students who are college and career ready with the competitive advantage necessary to be successful.
Lee's Summit R-7 reflects a culture of respect and acceptance. Collaboration is an expectation that fosters mutual understanding and a focus on student achievement and staff development.
Lee's Summit R-7 encourages innovation and creativity, recognizing student learning as our fundamental purpose.

Character Traits
Respect - Honoring others with courtesy & consideration. Demonstrating consideration and regard for yourself, others, and the world around you through your behavior.
Loyalty – Faithfulness to a person or ideal.
Responsibility – Accepting personal responsibility; acting without continual guidance or superior authority. Demonstrating that you consider yourself to be accountable for your actions and that you follow through on your commitments.
Cooperation – Working together to reach a common goal.
Perseverance – Keeping to a course of action, belief or purpose without giving way. Continuing to work hard and persisting toward your goal, even when obstacles and difficulties arise.

Performance Rating Factors

[O] Outstanding Performance: Employee displays a consistently high level of job related skills, abilities, initiative and productivity towards the competency under review. Assignments and responsibilities are completed beyond the level of expectation. Initiative and self-direction are a constant.

[HE] Highly Effective: Employee displays a high level of job related skills, abilities initiative and productivity, exceeding most standards and meeting all others within the competency under review.

[E] Effective: Employee displays and maintains an effective and consistent level of performance of the competency and review. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly and appropriately.

[I] Improvement Needed: Employee displays inconsistency in the performance of the job competency under review and output frequently falls below acceptable levels.

[MI] Much Improvement Needed: Work output is consistently low, regularly fails to meet required outcomes and error rate is high requiring repetition of duties or completion of duties by other employees. Performance at this level cannot be allowed to continue.