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## EVALUATION OF SUPPORT STAFF

### Custodial, Food Service, Lunch Aides, Maintenance and Secretarial Personnel

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Evaluation is a cooperative and continuing process designed to improve and maintain the quality of employee performance in the Bangor School Department. In conducting an evaluation, the supervisor and the employee review the employee's general and specific responsibilities and determine to what standard of performance the responsibilities are performed.

Seven core competencies are common to all Support Staff positions in the Bangor School Department:

#### I. COMMITMENT TO STUDENTS

Commitment to students is foundational to the success of the Bangor School System. At all levels of employment within the organization there is a shared responsibility sustaining this unwavering commitment.

1. Understands how the job contributes to success for every student
2. Supports the well-being and success of the school community
3. Acts with the student in mind
4. Is dedicated to meeting expectations of principals, supervisors, faculty, staff, parents, students, and community
5. Supports overall BSD culture of excellence
6. Welcomes students, parents, employees, and citizens

#### II. QUALITY OF WORK

Quality of work reflects the level to which the employee consistently performs all responsibilities associated with the position.

1. Understands job responsibilities and duties
2. Practices and maintains safety procedures
3. Is knowledgeable about current and new practices
4. Uses appropriate materials, equipment, tools, and resources
5. Completes work assignments in a timely manner
6. Works with minimal supervision
7. Adjusts to new practices and new skills
8. Demonstrates consistency and thoroughness in completing tasks and responsibilities
9. Applies the technical competencies required by the specific job classification
10. Is self-directed, resourceful, and creative

#### III. PROFESSIONALISM

Professionalism requires a commitment to the goals and values of the Bangor School System and a commitment to a “no excuse” approach to all performance responsibilities

1. Patient to hear the entire story
2. Displays calm under pressure
3. Shares information timely
4. Displays a positive, dependable, reliable, and trustworthy manner
5. Responds to all people equitably
6. Responds proactively
7. Possesses the ability to handle all matters in a professional and confidential manner
8. Reports to work consistently, promptly and attends all required professional development sessions (attendance)
9. Maintains confidentiality in all settings related to students and staff



10. Demonstrates willingness to accept suggestions and directions
11. Adheres to Bangor School Department dress expectations
12. Maintains professional boundaries with students including social media
13. Adheres to applicable statutes, policies, regulations, and procedures.
14. Follows appropriate leave processes

#### IV. INTERPERSONAL

Interpersonal reveals the ability to work cooperatively with others to accomplish the responsibilities of the position and to achieve the goals of the organization.

1. Displays a polite and approachable demeanor
2. Available and ready to help
3. Provides accurate and timely information to co-workers, supervisors, and the school community
4. Relates well to others
5. Attempts to understand other perspectives
6. Demonstrates professional self-advocacy skills
7. Participates as a productive and cooperative team member

#### V. COMMUNICATION

Communication describes the ability to transfer relevant information appropriately, clearly, and concisely, in writing or orally, and to engage with all members of the school community positively and constructively.

1. Displays active listening skills
2. Effective in oral and written skills
3. Able to communicate in a professional manner to manage conflict and deal effectively with problem situations
4. Handles situations and difficulties tactfully and with the least possible disruption
5. Responds promptly to both written and verbal communication
6. Shares relevant information with co-workers, supervisors, and staff

#### VI. ORGANIZATION

Organization describes the ability to perform all tasks associated with the position in an efficient, orderly manner and to display appropriate professional flexibility in responding to the dynamics of an organization.

1. Knows how to get things done in the classroom, school, office, or other work locations
2. Assists as needed to organize meetings and tasks
3. Anticipates needs of principals, supervisors, staff, parents, and students
4. Manages broad range of activities, tasks, and responsibilities
5. Maintains accurate records
6. Maintains an orderly work environment that enhances effectiveness
7. Adapts to changes in the work routine and work environment

#### VII. PROBLEM SOLVING

Problem solving describes the ability to identify and define the problem and then to apply an appropriate strategy to respond to the problem.

1. Changes routines to fit the needs of situation
2. Accesses and uses resources effectively and efficiently
3. Identifies process improvements
4. Explores beyond the obvious when solving problems
5. Asks appropriate questions to clarify a situation
6. Logical when discussing the pros and cons of situations
7. Recognizes quickly issues and their implications
8. Engages in mutual problem solving discussions to support the culture of excellence
9. Assists in the promotion of positive work environment



## 10. Finds innovative and improved ways to problem solve

The Superintendent shall develop procedures to implement the evaluation process and shall provide training for and monitoring of those administrators and supervisory personnel who are ultimately responsible for the successful implementation of this evaluation process.

ADOPTED: June 16, 1986

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