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Empowering Support Staff: Enhancing HCPS Through Performance Evaluation and Strategic Feedback

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Abstract

Hanover County Public Schools (HCPS) submitted a Request for Assistance (RFA) to doctoral students at Virginia Commonwealth University (VCU) to improve their support staff evaluation system. The doctoral team focused on developing an updated evaluation tool that effectively measures support staff job performance. To do so, the team conducted a descriptive study and developed a framework, *Core Evaluation Components* (CEC), to support the use of research-informed components in a quality K12 staff evaluation. The methods used in this study were a survey and a qualitative document analysis. The survey was used to understand the opinions, perspectives, and input from both HCPS support staff employees and evaluators. The qualitative document analysis was utilized to compare the current HCPS evaluation tool to those of neighboring school districts to identify the needs of the new tool. Findings revealed the importance of prioritizing the needs of the organization's evaluators and employees, the CEC elements of accuracy, transparency, equity, and feedback, and performance management concepts in the development of the new evaluation tool. The team created targeted recommendations for HCPS to implement the new evaluation tool effectively and developed job-specific evaluation forms, an executive summary, and strategic feedback forms for HCPS to implement.

Keywords: Accuracy, employee, equity, evaluators, evaluation tool, evaluation system, feedback, performance management, support staff evaluation, strategic feedback, transparency

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Chapter 1: Introduction

Hanover County Public Schools (HCPS) recognized their support staff evaluation process was outdated. Though the evaluation system was created in the 1980s, the human resources department leadership for HCPS shared that they were constrained by time and resources to create a new support staff evaluation system due to their growing list of duties, including the many challenges facing K12 systems following the COVID-19 pandemic. Under the leadership of Mandy Baker, Assistant Superintendent of Human Resources (HR), and Monique Bigby-Johnson, Recruiting Coordinator, HCPS completed a Request for Assistance (RFA) detailing their problem of practice (POP). They requested assistance from an EdD leadership doctoral team at Virginia Commonwealth University (VCU) in creating an updated support staff evaluation system that was modernized, perhaps electronic, but ultimately grounded in research and best practice. Their goal was for the new employee evaluation to support the growth of HCPS.

Overview of Hanover County Public Schools

HCPS is a public school district located in Hanover County, Virginia, just north of the Richmond metropolitan area. Hanover County shares borders with seven other counties in the state and is identified as the 15th largest of 132 school districts in the state of Virginia (Hanover County Public Schools, 2023). HCPS serves over 17,000 students and is composed of 15 elementary schools, four middle schools, four high schools, one alternative school, one virtual school, and one vocational/technical school (Hanover County Public Schools, 2023).

As of 2023, the school district employed 2,657 full and part-time employees with 919 employees being support staff. Support staff, including administrative assistant/office assistant employees, transportation employees, food service employees, athletic directors, instructional

assistants, custodial service employees, school nurses, technology services employees, and maintenance employees, comprise approximately 34.5% of the HCPS workforce.

There is a standardized, electronic evaluation tool for licensed staff (i.e. teachers, principals, and superintendent) that is aligned with job requirements and duties, as required by the Code of Virginia per the VDOE, however, no such requirement is in place for support staff (Virginia Department of Education, 2022). The evaluation process for licensed staff also includes goal setting at the beginning of the year, a mid-year performance evaluation, a summative evaluation at the end of the school year, and required checkpoints throughout the year; whereas a comparable evaluation process does not exist for support staff, which may unintentionally imply that support staff are undervalued.

Understanding the Partner's Problem of Practice

An RFA is a formal submission made by an organization seeking external assistance in addressing a specific POP that is hindering the organization's ability to run effectively (VCU School of Education, 2022). The capstone partners detailed that HCPS needed "guidance in completely redesigning" the evaluation process for support staff. They pointed out that the current evaluation system was outdated and still reliant on paper and pencil. It was noted in the RFA (see Appendix A) that the current evaluation process was "archaic," as it has not been updated or examined in decades. Furthermore, there were concerns that the evaluation tool lacked objectivity and alignment with specific job categories.

Another issue noted was that supervisors completing the evaluations do not receive training, are not required to formally observe the employee they are evaluating, and evaluate based on their interpretation of the tool. This was particularly concerning because the partners noted that some categories, for example, "Characteristics Affecting Job Performance," include

characteristics like loyalty and judgment which may elicit bias and do not have a universal definition. They are also not directly related to job performance or HCPS expectations.

The capstone team, which will be referred to as the team throughout this dissertation, held a virtual meeting with the capstone partners in June 2023. Throughout the session, the partners elaborated on their concerns with the current evaluation system. In particular, they expressed concern with the lack of growth opportunities the current evaluation process provides for support staff. The partners concurred that the current process did not "facilitate dialogue and professional growth conversations for support staff." The current evaluation rates staff on categories separated into "Characteristics Affecting Job Performance" and "Job Performance Criteria." The partners opined that the two categories are very general and not related to specific job categories. They also shared that they would prefer an evaluation process that redirects attention from a simple numerical rating to fostering conversations relevant to job performance and potential growth. The partners noted that "people (support staff employees) need to know that you care about seeing them do better, versus it being a process just to get it done." The virtual meeting provided valuable information for the team to consider moving forward in the capstone process.

The partners also noted that moving to an electronic evaluation process for support staff employees could be an option; however, they believed funding limitations prohibited this change. They also explained that some support staff employees may not be familiar with or comfortable using technology with a task as important as an evaluation. Therefore they expressed the desire for a "somewhat simplistic" evaluation that is "no more than two pages." They also mentioned that a self-assessment may be a useful aspect to consider adding to the

evaluation. The partners ended the meeting expressing that they would ultimately prefer the new HCPS evaluation process to be helpful, purposeful, and collaborative.

Identifying the Capstone Problem of Practice

To identify the actionable problem for its capstone work, the team conducted a Root Cause Analysis, Fishbone Diagramming, and The Five Whys protocol, each of which are improvement science tools that help refine and confirm the POP. Additionally, the team conducted empathy interviews with three current HCPS employees, two evaluators and one support staff employee. Lastly, the team executed a thorough analysis of *The HCPS Comprehensive Plan 2029*, Stay Interview for Employees, Stay Interview Analysis, and Current Evaluation Forms to develop a deeper understanding of HCPS and its employee evaluation needs.

Root Cause Analysis

Root Cause Analysis (RCA) is a process used to clearly define problems of practice (Hinnant-Crawford, 2020). RCA addresses the first improvement science question: "What is the exact problem I am trying to solve?" (Hinnant-Crawford, 2020, p.49). This initial question helped the team gain a shared understanding of the specific problem(s) outlined in the RFA. Throughout multiple discussions, each team member examined root causes from their perspective, drawing on professional experiences and understanding. For example, one team member identified the lack of employee involvement within the process, while others identified problems associated with the rating system as it relates to measuring job performance. The team then compared and contrasted the individual RCA to develop a collaborative draft, which focused on the process being subjective, variable, and at risk of being inequitable. As a result, the team engaged in constructive dialogue to identify the connections among the various elements and gain a comprehensive understanding of the evaluation challenges.

Five Whys Protocol

The Five Whys Protocol (FWP) is designed to help practitioners think deeply about the original problem by asking "why" multiple times, with its purpose resting on identifying the source of a problem (Hinnant-Crawford, 2020). The FWP (See Table 1) proved invaluable for the team because it provided a structured approach to examining the capstone partner's needs. The protocol illuminated the complexities and various aspects of the problem (Hinnant-Crawford, 2020). As team members offered initial explanations, the team continued to dig deeper with each subsequent round. This probing process continued for several rounds, with different team members contributing based on the specific issue being considered. This tool allowed the team to conclude that the performance evaluation process and tools for support staff need to be redesigned to align with the county's changing expectations for its staff.

Table 1

Final Iteration of the Five Whys Protocol (FWP)

Original Problem	The process is outdated (antiquated) and not objective
Why	The process has not been updated since the 1980s and does not match job responsibilities
Why	The belief was that the process was sufficient and efficient
Why	It was easy to do- complete an evaluation at the end of a year and share it with the support staff member
Why	There were no checks and balances (opportunities for feedback) for the evaluator or the support staff member
Why	Difficult to observe and provide feedback based on the current evaluative tool(s) AND/OR completing evaluations has been treated as a formality rather than a method to improve job performance
Why	The performance evaluation process and tools for support staff have not been redesigned to match the county's changing expectations for its staff

Note. The FWP challenged the team's perceptions of the current problem and revealed specific root causes.

Fishbone Diagramming

Fishbone Diagramming (FD) is used to assist practitioners in visually delineating the root causes of a particular POP (Hinnant-Crawford, 2020). Constructing the FD assisted the team with working through the original problem analysis and provided a visual representation of the team's discussions (Bryk et al., 2015). During these discussions, the team started to see the whole system and realized the root causes stemmed from certain elements of the system: people, processes, and management. The discussions and FD took many different forms, and the team reviewed this activity in two separate iterations. There were considerable differences between the team's first FD to the final version (see Figure 1 below). The placement of root causes shifted as the team discussed the need to focus on people, processes, and management.

Figure 1

Final Iteration of Fishbone Diagramming (FD)
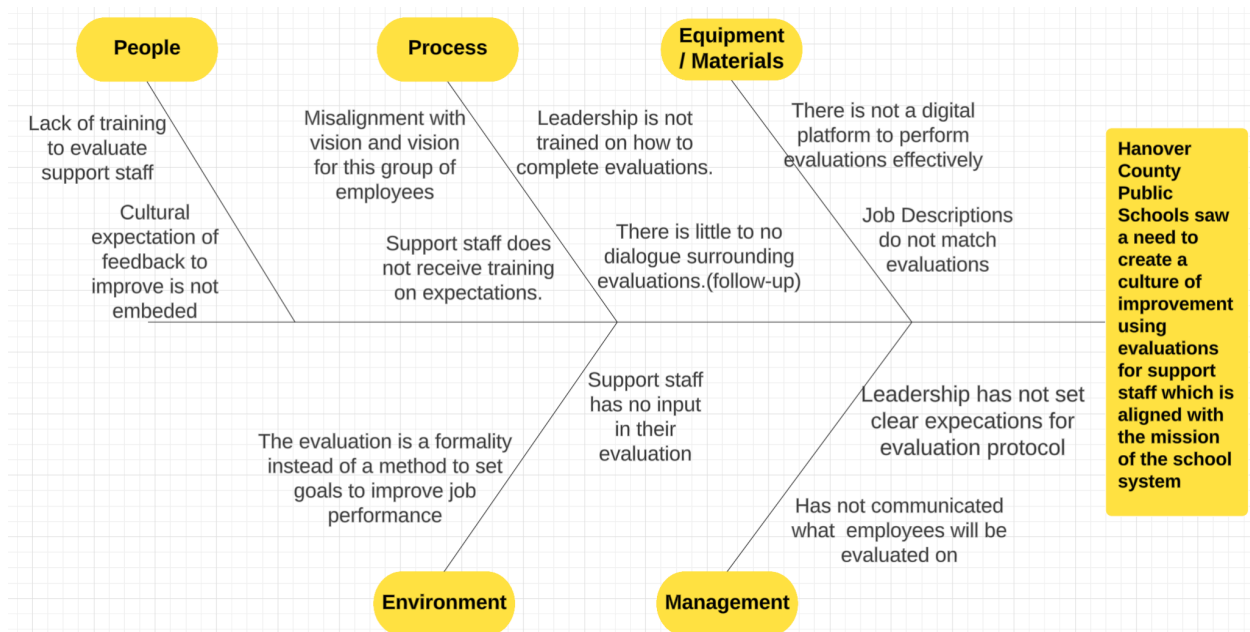
Note. The team's FD visually articulates root causes and reflects the team's discussions on how certain elements within the HCPS system contribute to the problem.

Empathy Interviews

Empathy interviews, a qualitative data collection technique critical to improvement efforts, guide practitioners to better understand the viewpoint of key stakeholders (Hinnant-Crawford, 2020). Empathy interviews are a structured approach to qualitative interviewing in which a person or group seeks to understand an individual's experience with a program, process, or service (Lochmiller, 2023). The evaluation process could not be observed, so the team conducted empathy interviews to capture support staff employers' and employees' perspectives about current evaluations. For the interviews, the capstone partners provided names and contact information for a director of transportation, a principal, and a principal's administrative assistant. The team sent interview requests and was able to schedule three virtual interviews.

The empathy interviews of two district-level leaders and one support staff member provided valuable insight into their perspectives on the current support staff evaluation process. Although these stakeholders do not represent the voices of their colleagues, three key takeaways were highlighted about HCPS's current evaluation process. First, it lacked a mechanism for providing informal positive feedback to support staff. Second, there were certain components of the evaluation tool that lacked standardization to minimize subjectivity. Third, the process fell short of effectively communicating and clarifying job expectations to employees, leaving them uncertain about how school leadership assesses their job performance. Hearing these concerns confirmed that improvements were needed to create a more relevant and purposeful evaluation process. The findings from the empathy interviews also aligned with issues identified by the capstone partners.

Preliminary Document Review

Throughout the beginning stages of the capstone work, the team reviewed multiple documents to assess HCPS policy. Table 2 lists the documents and the information gained from the review. The documents reviewed were *The HCPS Comprehensive Plan 2029*, Stay Interview for Employees, Stay Interview Analysis, and the Current HCPS Evaluation Forms.

Table 2

Documents Reviewed and Their Purpose

Document	Purpose
The HCPS Comprehensive Plan 2029	A plan that states the district's mission, vision, and specific goals for all stakeholders
Stay Interview for Employees	A form that explores why employees continue in their positions for HCPS
Stay Interview Analysis	An analysis of the responses of employees to stay interviews, independently conducted by the HCPS HR Department
Current Evaluation Forms	A tool to evaluate support staff that consists of standards, indicators, rating scale, and comment box.

Note. Document name and subsequent purpose within the review.

The current HCPS evaluation tools for support staff include eight different one- or two-page evaluations, which are all completed on paper (see Appendix B). There are currently 919 support staff employees being evaluated through this process. The HCPS support staff evaluation process is conducted at the end of the year. It is a paper checklist that is completed by the evaluator with no formal training, mandatory observations, mid-year check-ins, or opportunities for follow-up if employees have questions regarding their rating. Upon completion, the supervisor is expected to meet with the support staff employee to discuss their rating.

The paper evaluations differ based on the position being evaluated, but each evaluation encompasses similar general categories including professionalism, communication, and attendance. The employee can be rated on two different scales: a three-rating scale (as needing improvement, meeting expectations, or exceeding expectations in these categories) and a five-rating scale (not effective, marginally effective, effective, very effective, or exemplary performance). The evaluations also have a section for supervisors to comment on the employee's general job performance and areas that need improvement. The evaluation forms end with a place for supervisors to indicate whether they recommend that the employee continue employment the following school year.

HCPS policy devoted to classified employee evaluation states the goal of evaluations as focused on improving "job performance and to serve as a basis for merit salary increases" (Policy Manual, n.d.). The policy continues by saying:

Evaluation of classified employees shall be a cooperative and continuing process

with formal appraisal periodically. The results of the evaluation shall be in

writing, dated and signed by the evaluator and the person being evaluated, with

one copy going to the central office personnel file and one copy to the employee

(Policy Manual, n.d.).

Lastly, the policy mentions raising the standards of the school district as a whole and aiding the individual employee to grow professionally (Policy Manual, n.d.). In addition, § 22.1-253.13:7 of the Code of Virginia mandates "A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated;..." Based on the document review, the team determined that HCPS's current policies focus on evaluation that emphasizes improving job

performance, professional growth, and merit-based salary increases through a cooperative process, yet its tools and practices may not reflect those goals.

Confirming the Capstone Problem of Practice

To finalize the actionable POP, the team revisited the RCA, the FW, the FD, and the empathy interviews. These improvement science tools helped the team to articulate the POP with a stakeholder perspective. The empathy interviews also gave the team insight into the organizational culture of HCPS, as well as the application of the existing evaluation tool. The team's problem diagnosis confirmed the actionable POP: The current HCPS evaluation process for support staff possesses inherent limitations that may contribute to subjectivity, variability, and the potential for inequity in its utilization. Furthermore, the team linked the POP to one that stemmed from people, processes, and management (Figure 2).

Figure 2

Organizational Levels of the POP

People	Subjectivity- individual biases or personal judgments might influence assessment ratings
Process	Variability- procedures used for evaluation may not consistently yield the same results
Management	Risk of inequity- the application of the evaluation process might not treat all individuals or groups fairly
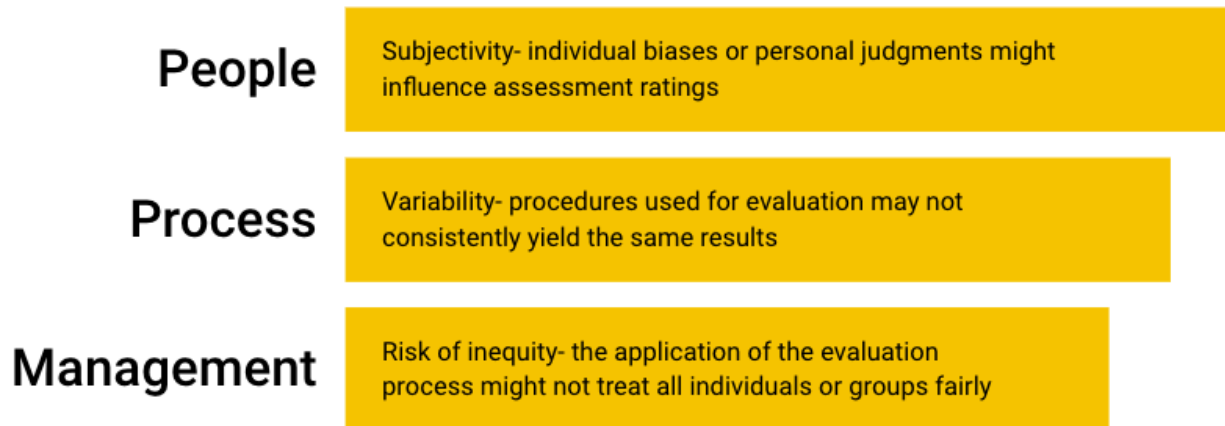
Note. Articulation of the POP that addresses limitations across HCPS levels (people, process, and management).

Theory of Improvement

A theory of improvement (TOI), outlined in Table 3, explains how and why a specific intervention works (Hinnant-Crawford, 2020). Bryk et al. (2015) stress that the most effective TOIs take into account the system causing the problem, the knowledge of those implementing the intervention, and the existing theories and research on the issue (p.73).

Table 3

Proposed Theory of Improvement for HCPS

Theory of Improvement

If Hanover County Public School leadership addresses the impact of inherent limitations in the current support staff evaluation system, such as:
 	
 ● Outdated and non-objective merits/ measurements
 ● Basic checklist procedure
 ● Lack of feedback/ dialogue mechanisms
 	
 And utilizes a support staff evaluation process with a performance management approach that includes:
 	
 ● Performance Evaluation Toolkit, with
    ○ Evaluation Forms
       ■ Job-specific performance standards for each support staff position category
       ■ Indicators with rating scales and a rubric
       ■ Documentation/ feedback
    ○ Strategic Feedback Documents, with
       ■ Self-Assessment Questionnaire
       ■ Discussion Guide
       ■ Observable Feedback Mechanisms
       ■ Additional Artifacts Organizer
    ○ Executive Summary
       ■ Guide of Evaluation Tools
       ■ Explains Recommendations
 	
 Then Hanover County Public Schools will institute:
    ○ Research-based best practices at each organizational level, improving the overall effectiveness and equity of the support staff evaluation system

Note. The transformation of the HCPS evaluation system was approached strategically and comprehensively.

Research Questions

To explore this theory of improvement and address the partner's needs, the team developed a

core set of questions to guide its field work and next steps:

- What are the opinions of HCPS support staff regarding potential components of the

    updated evaluation tool? How and in what ways do these opinions differ between support

    staff employees and support staff evaluators?

- What is absent from the existing HCPS support staff evaluation process or tool?

- What changes need to be made to the current HCPS support staff evaluation system to

    create an evaluation system that institutes research-based best practices?

Operational Definitions

The operational definitions in Table 4 provide a shared vocabulary and explanation for terms

that can hold multiple interpretations. The team's effort to be explicit and precise about key

terms aims to enhance the reader's understanding of the capstone process and this written

Dissertation in Practice (DIP).

Organization of the Capstone

This capstone is divided into five chapters. In the first chapter, the team elaborated on the

process undertaken by the team to understand HCPS's needs and RFA, which led to identifying

the actionable POP. Then, the team detailed the TOI for HCPS that would drive the team's work.

Chapter two contains the literature review which helped situate the POP in the current literature

and provided a solid research foundation. Chapter three details the research questions and the

design of the qualitative approach and methods used. Chapter four outlines the findings from the

open-ended survey responses and the qualitative document analysis. Finally, chapter five uses

findings from the literature and the findings of the team's research to offer recommendations related to the new evaluation tool for HCPS.

Table 4

Key Terms Defined

Support Staff: Employees whose roles do not require instructional certification to support educational and noneducational functions of a school district
- These employees can include administrative assistant/office assistant employees, transportation employees, food service employees, athletic directors, instructional assistants, custodial service employees, school nurses, technology services employees, and maintenance employees
- Support staff employees can also be referred to as professional support personnel (PSP)

Supervisor: Any district leader that formally evaluates another employee in HCPS, including but not limited to the superintendent, assistant superintendents, directors, principals, and their assistants

Evaluator: The person tasked with assessing job performance and completing the support staff performance appraisal

Evaluation System: The established structure through which an employee's job performance is assessed as it relates to the organization's culture and goals

Evaluation Process: The procedure and steps that employees and employers use to assess an employee's job performance

Evaluation Tool: The tool used by evaluators to measure job performance

Evaluation Toolkit: A set of resources that include evaluation forms, strategic feedback documents, and an executive summary outlining effective evaluation processes

Organizational Culture: The combination of held values, beliefs, norms, attitudes, and behaviors that influence the performance and perspectives of employers and employees within a system

Performance Management: An approach that uses Behavior Science to ensure employers effectively evaluate employees' job performance and the organization's goals are met

Performance Appraisal Rubric: A scale that describes an organization's performance standards and ratings for each standard

Performance Standard: A specific explanation of criteria for job performance

Performance Indicators: The specific examples of observable behaviors for meeting each performance standard

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Note. The above terms were defined by the team based on its review of the literature and each term was framed within the context of this capstone.

Chapter 2: Literature Review

This study looked to the literature on support staff evaluation to support the organizational levels of the POP: people, processes, and management. Additionally, the team sought research on effective evaluation processes with a focus on support staff employees and how those processes align with organizational culture. Three questions guided the review of the literature:

1. What is an evaluation system, and what makes a practical staff/employee evaluation system?

2. How does an evaluation system promote feedback, improvement, and equity?

3. How should organizations design and implement a new initiative, such as an evaluation system?

Literature Search Process

The team used academic databases to identify peer-reviewed articles and professional journals (e.g., *VCU Library*, *EBSCOhost*, *ERIC,* and *ProQuest*). The initial search for literature used a combination of search terms related to *K12 support staff evaluations*, yet this search yielded one relevant peer-reviewed article, "A Performance Evaluation System for Professional Support Personnel" (Stronge & Helm, 1992). Given the lack of research focused exclusively on school district support staff, the team searched for sources related to K12 staff evaluations, performance evaluation systems, and a performance management approach to employee evaluations.

The team arranged a meeting with Dr. Stronge, the co-author of the sole peer-reviewed article about evaluating support staff or professional support personnel (PSP) in a school district. Dr. Stronge is a Heritage Professor of Education at William & Mary and president and CEO of

Stronge & Associates Educational Consulting Company, LLC (Stronge & Associates, 2024). In

the meeting, team members and Dr. Stronge discussed the lack of research on support staff (PSP)

evaluation tools. Dr. Stronge explained that there is an absence of research on support staff

evaluation tools as it is a "very narrow field" and it is "difficult to commercialize because there

are not enough customers" (J. Stronge, personal communication, February 25, 2024). Dr. Stronge

also explained that educational consulting companies and researchers do not see a demand from

school districts for research on support staff evaluation systems. He emphasized that it remains a

"very niche market" and that "there is not a lot of interest in it" (J. Stronge, personal

communication, February 25, 2024). After he explained the narrow scope and challenges related

to support staff employee research, Dr. Stronge validated the limited research and encouraged the

team to move forward and bring attention to this important topic.

  The team leveraged existing research to define the concept of employee evaluation and

its underlying purpose. Moreover, they discovered the term "performance management system"

and explored its potential for enhancing employee evaluation tools. The literature review

surfaced components essential for designing useful evaluation instruments.

What is an Employee Evaluation?

  Evaluations are utilized in many fields to inform important decisions and actions within

organizations (Preskill & Russ-Eft, 2016). An evaluation, or performance appraisal, is a tool used

by supervisors to track individual job performance based on specific standards set by the

organization (Chordiya et al., 2018; Daley 1992; Kim & Holzer 2016; Murphy & Cleveland

1991). The evaluated standards typically relate to the organizational missions, goals, and values

(Fowler & Utych, 2021; Stronge & Helm, 1992). Evaluations can be classified as either

formative or summative. Formative evaluations are held during a period when the employee can

alter performance. In contrast, summative evaluations are conducted at the end of a specific period or program to assess performance (Preskill & Russ-Eft, 2016). While the terms performance appraisals, performance evaluations, and performance reviews are often used interchangeably, throughout the DIP, the term evaluation will be used.

Purpose of Employee Evaluations

Kim and Holzer (2016) note that evaluations are used to assess job performance and make personnel and organizational shifts (Daley 1992; Murphy & Cleveland 1991). The evaluation outcomes can determine whether an employee should be promoted, demoted, or retained. This underscores the importance of utilizing an objective, research-based evaluation process, as it could positively or negatively impact an employee's livelihood.

An evaluation serves two purposes: to evaluate and to develop the employee (Kampkötter 2017; Chordiya et al., 2018; Kim & Holzer 2016; Meyer, Kay, & French 1965; Moussavi and Ashbaugh 1995). Evaluations can also be a valuable tool to develop capacity by providing employees with feedback or training to modify their performance (Daley 1992; Murphy and Cleveland 1991; Kim & Holzer, 2016). Preskill and Russ-Eft (2016) contend that evaluations aim to address what happens in daily work practices (Preskill & Russ-Eft, 2016). That is to say, an evaluation should be a process where the supervisor and employee ask questions and examine job performance together; this can result in capacity building in employees. Stronge and Helm (1992) explain that the organization and employee must mutually benefit from their evaluation system for it to be an effective evaluation. This comprehensive perspective reinforces the idea that evaluations are not only assessments of an employee's performance but a catalyst for an employee's growth and an organization's success.

Whether in the private sector or educational settings such as K-12 schools, without a proper evaluation system in place, it would be difficult for evaluators to determine if employees are meeting their job expectations or to provide support in areas where expectations are not met. In turn, employees would be unable to improve their knowledge and skills to meet performance expectations.

The term *performance management system* is often used synonymously with evaluation; however, it encompasses a much more comprehensive and scientific approach to measuring job performance. Performance management (PM) is a term first used by Aubrey Daniels (2014) to describe a system that stems from Behavior Analysis, the study of human behavior. Baer, Wolf, and Risley (1968) would classify PM as the "Branch of Applied Behavior Analysis that focuses on the workplace" (as cited in Daniels, 2014). PM is a process evaluators can use in any field; it emphasizes communication between the organization and employer regarding planning, expectations, responsibilities, and feedback (Daniels, 2014). A performance evaluation is a necessary component of a performance management system, and both are created to satisfy the organization's needs.

What Makes an Evaluation Effective?

Research and literature consistently identify accuracy, transparency, equity, and feedback as crucial components of an effective evaluation (Daniels, 2014; Lattal, 2014; Preskill & Russ, 2023). These components elicit inclusive practices that contribute to better stakeholder engagement, improved use of evaluation results, and program enhancement, which can significantly align the evaluation with its purpose (Grenne, 2007; Pann et al., 2023).

Accuracy

Accuracy, the degree of precision and correctness in assessing an employee's performance in the evaluation process, is critical to making decisions that positively impact the organization and its employees. To improve accuracy, researchers suggest evaluators take multiple opportunities to document an employee's job performance (Rubin & Edwards, 2018). Additionally, frequent interaction between employees and evaluators can positively impact evaluation accuracy (Wang, Wong, and Kwon, 2010).

Having a system in place to hold evaluators accountable increases the validity and accuracy of an evaluation. When raters have to justify their assessment of an employee to their supervisor, they become more conscious and deliberate throughout the evaluation process, resulting in more accurate ratings (Curtis et al., 2005). Supervisors of evaluators who hold evaluators responsible for providing evidentiary support for their ratings increase the likelihood of a factual and accurate evaluation. This supports the notion that an evaluation system is only as reliable as those performing the evaluation.

If the organization uses evaluation ratings and feedback to support employee development, then the appraisal of their employees must be accurate. The evaluations should identify areas of growth and strength, which ultimately should help evaluators provide strategic support for employees (Maurer & Lippstreu, 2008). As such, evaluators must perform accurate evaluations for the growth of the employees and the organization.

Transparency

Transparency comes from clear communication and understanding of the evaluation and its outcomes or purpose (Daniels, 2014; Lattal, 2016). According to Yamazaki and Yoon (2015), evaluators should base employee job performance assessment on objective and consistent

standards. These standards give employees a point of reference to measure their performance, increasing clarity and trust. Furthermore, it is vital to establish a common language and shared perceptions of organizational priorities (Adler & Campion et al., 2016). Clear job descriptions and expectations foster alignment among stakeholders involved in the evaluation by ensuring a collective understanding of their roles and responsibilities (Preskill & Russ, 2023). It would follow, then, that if employees are clear about their job expectations and subsequent evaluations, they are more likely to perform their duties well. Disclosing clear standards and expectations based on the employees' performance is vital.

Organizations should keep employees informed about the evaluation process and any changes that may occur (Yamazaki & Yoon, 2015). This is important to maintain trust among employees and evaluators. Additionally, employees should have opportunities to provide input and seek clarification related to performance standards and the evaluation process (Islam & Periaiah, 2023). There should be a shared discussion, written performance review, and documentation of employee comments (Islam & Periaiah, 2023). Involving employees throughout the process leads to a greater understanding of the evaluation and the results (Rubin & Edwards, 2018). Evaluation processes that include objective criteria establish common language, provide regular updates, involve employees, and enhance transparency, improve the effectiveness of the job evaluation processes. Research shows that supervisor and employee perceptions about the evaluation process determine its efficacy (Kim & Holzer, 2016; Kim & Rubianty, 2011; Roberts & Pavlak, 1996). Without employee involvement in the evaluation process, the concept of clarity, as described here, is compromised. With school support staff, this is explicitly necessary, as they do not always have a voice in their evaluative processes. By

sharing updates, establishing expectations, and maintaining transparency, the school support staff are more likely to feel committed to the organization's mission, vision, and core values.

Equity

An employee's perception of equity in a performance evaluation is crucial to the success of an appraisal system (Rubin & Edwards, 2020). Unfortunately, research shows that discrimination persists in the workplace, ultimately affecting performance evaluations (Heiserman & Simpson, 2023). Studies have explored how employers' biases, personal preferences, and stereotypes tied to an employee's race/ethnicity, gender, age, ableism, and sexual orientation can distort equity in performance appraisal (Fenech, Kanji, & Vargha, 2021; Rubin & Edwards, 2020). The stereotype-fit model suggests that bias becomes a part of appraisal ratings when raters attribute stereotypes to individual employees (Dipboye, 1985). For instance, a rater might associate the role of an office assistant with a white female, even if a more qualified black male is available for the position. This viewpoint can be skewed and lead to inequity in how employees are rated. Designing an appraisal system that actively reduces discrimination and bias is imperative.

Public school districts are not immune to inequitable practices in job evaluation. Research on teacher evaluation, for example, reveals that K12 school districts tend to rate black teachers and men lower than their white female peers in the same school (Campbell & Ronfeldt, 2018). Lower ratings were often attributed to school demographics and the students served, than teachers' job performance. These findings may have equity implications for how support staff employees of color are evaluated across schools and in schools serving different student populations (Campbell, 2023). Therefore, organizations, including school districts, must consider the impact of raters' personal biases when crafting an improved performance evaluation system.

Several practices related to performance evaluation can contribute to increased equity for employees. These practices include training evaluators, gathering evidence, and conducting regular reviews. Specifically, training evaluators to cultivate a shared understanding of appropriate and inappropriate feedback diminishes the influence of bias in judging job performance (Fenech, Kanji, & Vargha, 2021; Ng, Koh, et al., 2011). Gathering evidence of job performance from multiple organizational stakeholders provides a more comprehensive and balanced view of an employee's performance, thereby reducing the impact of bias and personal preferences (Fenech, Kanji, & Vargha, 2021). Organizations conducting regular reviews and evaluations of the performance appraisal process can identify and address potential biases or inequities. This practice involves analyzing data, soliciting employee feedback, and making necessary adjustments to enhance fairness and effectiveness (Fenech, Kanji, & Vargha, 2021). By implementing these practices, organizations can create a more equitable and objective performance appraisal process, foster fairness, and increase employee satisfaction.

Feedback

An essential aspect of evaluations and performance management is feedback because it provides individuals with important information about their performance, behavior, or actions (Lattal, 2014). However, relying on a single source of feedback may yield invalid or incomplete data (Dyer, 2001). Various comprehensive feedback methods, including education, have been historically adopted in organizations (Atwater & Waldman, 1998; Church et al., 2019). Bracken et al. (2016) state that 360-degree feedback, one comprehensive feedback method, is a structured process that collects and quantifies stakeholder observations about an individual's behavior. This method involves gathering data from multiple relevant stakeholders, thus ensuring reliable and holistic feedback (Dyer, 2001). It purposefully gathers specific data, compares it across multiple

raters and times, and uses the feedback to prompt improvements in desired behaviors or values (Bracken, 2016). However, the quality and effectiveness of this feedback process depend on the defined steps and the collection tools used; a typical example is an online survey or questionnaire (Church et al., 2019). A strategic feedback approach has many benefits, such as technological accessibility and its use for decision-making and development. However, it also has potential challenges related to accountability, misuse, and implementation (Dyer, 2001; Bracken, 2016). A comprehensive feedback process is implemented as a strategic method that can help organizations promote staff growth and development. A strategic method to promote feedback that is implemented with validity can help maintain the accountability of job performance as well as positively influence an organizational culture.

Typically, feedback is delivered by an evaluator during required yearly meetings, or often in response to observed negative behaviors (Mahar & Strobert, 2010; Pollack & Pollack, 1996). Anyone in a supervisory position or expected to provide feedback to another employee should be trained to do so (Yamazaki & Yoon, 2015). This not only helps to prevent bias but also instills a level of confidence in the evaluative process (Yamazaki & Yoon, 2015). Training may occur as whole-group, in-person sessions, or, where possible, evaluators may have to complete modules that "test" their knowledge and assess whether they are prepared to complete the evaluations. Daniels (2014) states that feedback must be timely and constructive to foster improvement or change. In addition, Pann et al., (2023) stress effective evaluation practices such as mindfulness, addressing cognitive bias, dialogue, deep listening, and managing evaluation anxiety.

In sum, accuracy, transparency, equity, and feedback are not mutually exclusive but connect to create an effective evaluation system. Accuracy ensures precise assessment of employee performance, while transparency fosters understanding and trust in the evaluation

process. Equity addresses bias and discrimination ensuring fair treatment of employees, while feedback provides valuable information for improvement if completed with transparency. These components reinforce each other: accurate evaluations enhance transparency and equity, transparency facilitates accurate evaluations and equitable treatment, and feedback supports accuracy and equity. The connectedness of each component underscores the importance of addressing them all for an effective evaluation system.

Organizational Culture's Influence on Evaluation Design and Implementation

According to Cameron and Ettington (1988), organizational culture primarily consists of lasting values, beliefs, and assumptions that are pervasive in an organization, including hidden aspects. Fullan and Quinn (2016) espouse that the successful implementation of any evaluation system does not happen overnight, but its sustainability connects to the conditions under which change occurs. The research of Cameron and Ettington (1988) and Fullan and Quinn (2016) underscore the importance of approaching the design and implementation of a new evaluation system with care and consideration of the existing culture. Ford and Hewitt (2020) suggest that the evaluation system should aim to establish mutual goals, establish a climate that values evaluation, promotes continuous improvement, appreciates professionalism, and ensures accountability of all organization members. A culture that values learning, collaboration, and inclusivity will likely foster meaningful evaluations, as noted by Greene (2001). Therefore, the design of the evaluation system should reflect these cultural values by incorporating processes that foster inclusivity, individual recognition, and dialogue.

Additionally, Fullan and Quinn (2014) highlight the importance of ensuring that every staff member understands the significance of their role in the organization's success, which can enhance motivation and performance. Drumea (2014) emphasizes addressing job responsibilities,

performance objectives, and competencies within the evaluation system to clarify expectations and facilitate effective performance management. A defined rubric, performance standards, and qualitative narratives are also elements that must be considered (Drumea, 2014). By integrating these considerations into the design and implementation of the new evaluation system, organizations can cultivate a culture of continuous improvement, accountability, and inclusivity, supporting individual growth and overall organizational success.

In the context of organizational culture's impact on evaluation design and implementation, effective leadership emerges as a pivotal determinant of success because leaders are often the drivers of change (Gilley et al., 2008). This assertion underscores the importance of leaders in maintaining organizational culture while navigating changes in evaluation systems. Clear communication and effective motivation are essential for leaders to successfully implement new initiatives without compromising the established organizational culture. In school districts, where hierarchical structures and bureaucratic processes prevail, the ability of leaders to communicate, train, and coach stakeholders through the changes in the evaluative process is paramount for success (Shattuck Richard et al., 2022).

Components of a Performance Evaluation Process

Stronge and Helm (1992) identified six components of a performance evaluation system for professional support personnel (PSP): 1. Identify system needs; 2. Relate program expectations to job responsibilities; 3. Select performance indicators; 4. Set Standards for Job Performance; 5. Document job performance; and 6. Evaluate performance (Stronge & Helm, 1992). Figure 3 illustrates the cyclical nature of their suggested process. This starts with understanding the organization's needs before any other steps are taken. When the organizational needs are identified, the job responsibilities, performance indicators, and standards can be

Figure 3

Stronge and Helm (1992) Six-Step Evaluation Process

Note. The step-by-step evaluation process presented a research-supported framework.

determined and communicated to the employee (Stronge & Helm, 1992). The supervisor can

then document the employee's performance using the standards and indicators to evaluate

thoughtfully. The evaluation process ends with a conversation between the employee and

supervisor that should be candid, focused on differences between performance and standards,

and related to areas of improvement or new objectives (Stronge & Helm, 1992). Though the

system contains these components, employee satisfaction with the system can bolster or derail

the results (Naeem, 2017). Employee dissatisfaction with evaluation results can lead to low

productivity and increased turnover. However, satisfaction with the results can lead to increased productivity and commitment to the organization (Memon et al., 2019). Therefore, the success of the performance evaluation system depends on not only its structural components but also the level of satisfaction among the employees, ultimately influencing organizational productivity and employee commitment.

Chapter 2 Summary

In Chapter 2, the team engaged with scholarly literature to define and identify components of an effective evaluation tool for support staff. Research revealed a new term and system, a performance management system (PM). PM is a process that emphasizes communication between an organization and an employee regarding planning, expectations, responsibilities, and feedback (Daniels, 2014). The literature consistently supports accountability, transparency, equity, and feedback as elements of an efficient evaluation (Daniels, 2014; Lattal, 2016; Preskill & Russ, 2023). Additionally, it provided how organizational culture influences evaluation design and implementation, illuminating the need for clear steps, and change through strong leadership. This chapter provides a foundation for an effective K12 support staff evaluation tool and process that illuminates the impact on people, processes, and management.

Chapter 3: Methods

Initially, the team was centered on updating the current HCPS support staff evaluation system. This system approach stemmed from the RFA and problem diagnosis. However, feasibility concerns emerged regarding the practicality and viability of changing the existing support staff evaluation system. Factors such as organizational culture, cited in the literature review, technology challenges, and guidance from the capstone partners were considered. Given these considerations, the team strategically focused on the evaluation process and developing a toolkit that could improve the existing system rather than directly replacing it. Specifically, the new evaluation toolkit the team developed included eight evaluation forms, strategic feedback documents, and an executive summary. This shift allowed for a more pragmatic approach, which the partners agreed would adhere to their RFA. Furthermore, the development of the toolkit could be tailored based on the data collected by survey and qualitative document analysis methods. In addition, the decision to develop a toolkit would address practicality and viability. First, the toolkit could be created within the timeframe and scope of the DIP. Second, the toolkit would offer the capstone partners a tangible deliverable that could be refined iteratively, giving HCPS full autonomy regarding implementation. While the team transitioned its focus from updating the evaluation system to refining the process and creating a new toolkit, the primary goal remained the same- to update HCPS support staff evaluations.

Purpose of the Study

The purpose of the study was to critically examine the HCPS support staff evaluation process and create a new evaluative toolkit that includes: the eight new job category evaluation tools HCPS uses for its support staff, strategic feedback documents to empower support staff employees as well as encourage equal participation between employee and evaluator, and an

executive summary that outlines recommendations for HCPS. The team's primary objectives for

the study were the following:

- Identify opinions of support staff employees and evaluators

- Identify what is absent in the existing HCPS evaluation process and current

  evaluation tools

- Create a new evaluation toolkit that incorporates a set of resources that include

  updated evaluation tools, strategic feedback documents, and an executive

  summary outlining effective evaluation processes.

The study was descriptive by drawing on the key components of effective employee

evaluation (accuracy, transparency, equity, and feedback) identified in the literature review and

Stronge and Helm's (1992) Six-Step Evaluation Process (see Figure 3) for support staff

employees. First, the team explicitly defined each component (see Table 5) to establish a shared

understanding and ensure consistency as a baseline. Furthermore, the team created an original

analytical framework entitled Core Evaluation Components (CEC). Using the framework, the

team created a list of keywords/phrases for the survey (see Table 9) and Sample Look Fors for

the qualitative document analysis (see Table 10) that reflected each component. The framework

helped the team evaluate the presence and extent of components within the existing HCPS

support staff evaluation process and tools, measured through associated keywords or phrases.

Using keywords or phrases made it possible to identify patterns in the data as well as the

frequency and source of the data. This approach revealed themes within each component and

brought clarity to each research question.

Table 5

Core Evaluation Components (CEC): Analytical Framework of Research-Informed Components

Accuracy	Transparency	Equity	Feedback
The degree of precision and correctness in the determination/ assessment of an employee's performance (Murphy, Cleveland, & Hanscom, 2019).	The commitment to clear, open, and comprehensible communication (Daniels, 2014; Lattal, 2016; Adler & Campion et al., 2016).	The pursuit of fairness, impartiality, and the absence of bias (Moers, 2005; Rubin & Edwards, 2020).	The process of providing employees with essential information regarding their performance, behavior, or actions (Dyer, 2001; Lattal, 2014).

Note. Definitions were established from chapter two of the literature review.

Research Questions

HCPS desired to update its support staff evaluation tool with a fundamental commitment to improvement. Therefore, to create a more effective evaluation tool that aligns with research-based best practices and meets the needs of both support staff employees and evaluators, the team developed three research questions (RQs):

RQ1: What are the opinions of HCPS support staff regarding potential components of the updated evaluation tool? How and in what ways do these opinions differ between support staff employees and support staff evaluators?

RQ2: What is absent from the existing HCPS support staff evaluation process or tool?

RQ3: What changes need to be made to the current HCPS support staff evaluation system to create an evaluation system that institutes research-based best practices?

Research Design and Data Collection

The team adopted a qualitative approach to data collection, as it is most appropriate for research focused on the experiences, perspectives, and social constructs of individuals within a system (Merriam & Tisdale, 2016). Qualitative methods were designed to gain a thorough understanding of both HCPS support staff employee and evaluator opinions. First, the team created and surveyed HCPS support staff employees and evaluators. The team also undertook a qualitative document analysis of neighboring K-12 public school evaluation tools. Table 6 notes which methods were used to address each research question.

Table 6

Methods used to address research questions

Data Collection Mapped to Research Questions		
	Survey Dec- Jan 2023	Document Analysis Nov- Jan 2023
RQ1: What are the opinions of HCPS support staff regarding potential components of the updated evaluation tool? How and in what ways do these opinions differ between support staff employees and support staff evaluators?	X	
RQ2: What is absent from the existing HCPS support staff evaluation process or tool?	X	X
RQ3: What changes need to be made to the current HCPS support staff evaluation system to create an evaluation system that institutes research-based best practices?	X	X

Note. The table details how each method will be used to answer a specific research question.

Survey Design

The survey was the primary research method, in that it informed all three research questions. After multiple revisions and collaboration with HCPS partners, the final version of the survey consisted of seven questions–four multiple-choice and three open-ended response questions. The multiple-choice questions were demographic questions to categorize participants into their department, role, years of service, and the level of students they serve. The open-ended response questions for support staff employees and evaluators were designed to elicit information in an open, non-probing manner. All survey questions were identical to maintain reliability for comparative analysis between support staff employee and evaluator groups (Khan & Fisher, 2014) (see Table 7 for survey sections, format, and questions and Appendix C for the survey forms).

Survey Distribution

The capstone partners initiated the internal distribution of the survey through the official HCPS email system to encourage full participation from support staff employees and support staff evaluators. The survey was available in both paper and electronic format to increase accessibility. Furthermore, at the request of the partners, translated versions of the survey in Arabic, Russian, and Spanish were generated using *Microsoft Document Translator*. The electronic survey was conducted using *Google Forms*. HCPS and the team allotted four weeks for survey completion from December 2023 to January 2024. The initial distribution of the survey to HCPS support staff and support staff evaluators was an email sent by HCPS HR which included a link to the survey. The email was accompanied by a note from the team explaining the purpose of the survey. While taking the survey was optional, the HR department sent out two

reminders, one midway and one at the end of the response window, to both target groups to ensure an adequate response rate. The distribution and response rate are represented in Table 8.

Table 7

Final Survey Composition

Survey Sections	Format	Questions
Demographic and Context Information	Multiple Choice Multiple Select	Where do you work within HCPS? ☐ Administrative Assistant/Office Assistant (Registrar, Bookkeeper, Attendance, Counseling Secretary, Library Assistant) ☐ Bus Driver/Car Driver/Transportation Attendant/Parking Lot Attendant ☐ Food Service Attendant/Cafeteria Monitor/Cafeteria Manager ☐ Custodial Services ☐ Instructional Assistant ☐ School Nurse ☐ Maintenance ☐ Technology Services ☐ Other_____. How long have you been in this role? ☐ Less than one year ☐ 1-5 years ☐ 6-9 years ☐ 10+ years What level of students do you serve? Check all that apply. ☐ Elementary ☐ Middle School ☐ High School ☐ No students, primarily adults Please select the role that best describes you. ● Support Staff Employee ● Support Staff Evaluator (Director, Principal, Department Leader, Supervisor)
Open-Ended	Free Response	➔ What do you like about the current evaluation system? Write your response. ➔ What do you not like about the current evaluation system? Write your response. ➔ What would you like to see changed or improved in the new evaluation system? Write your response.

Note. The table outlines the two sections of the survey: the section that categorizes the individual and the section that allows them to share their opinions on the support staff evaluation system.

Table 8

Survey Response Rate Data

Target Groups	Distribution Method	Time Period	Number Distributed	Response Rate
Support Staff Employee	Electronic Paper	Four-weeks	919	230 (25%)
Support Staff Evaluator	Electronic Paper	Four-weeks	72	38 (53%)

Note. The table outlines the survey response rate data.

Survey Data Analysis

The survey results provided clear perspectives regarding the CEC. The responses gave the team measurements of what potential components employees and evaluators seemingly value in an evaluation tool and what components were present or absent. The team conducted a descriptive open-ended survey response analysis to understand patterns, trends, and response variations (Loeb et al., 2017). All responses were descriptively analyzed using the CEC (see Table 9). Afterward, the team interpreted themes within the CEC; the findings were then recorded based on the frequency of responses. The team utilized the coding program *Dedoose* to facilitate this process.

Qualitative Document Analysis

To help answer RQ2 and RQ3, the team also conducted a qualitative document analysis of the current HCPS job-specific support staff evaluation forms and the support staff evaluation forms used in four neighboring school districts. The qualitative document analysis added several methodological benefits. First, it complemented the use of the survey as it enabled the team to "uncover meaning, develop understanding, and discover insights" relevant to the core

Table 9

Analysis Framework for Survey: Core Evaluation Components (CEC)

Component	Definitions Used	Coding Key: Keywords/ Phrases
Accuracy	The degree of precision and correctness in the determination/ assessment of an employee's performance (Murphy, Cleveland, & Hanscom, 2019).	☐ Initial meeting ☐ Mid-year evaluation ☐ Formative evaluations ☐ Summative evaluations ☐ Raters justify their ratings
Transparency	The commitment to clear, open, and comprehensible communication (Daniels, 2014; Lattal, 2016; Adler & Campion et al., 2016).	☐ Job Expectations explained ☐ Meetings/Check-ins ☐ Professional Development offerings ☐ Training
Equity	The pursuit of fairness, impartiality, and the absence of bias (Moers, 2005; Rubin & Edwards, 2020).	☐ Standards ☐ Indicators ☐ Rubrics ☐ Artifacts ☐ Consider stakeholders' diverse perspectives and needs ☐ Evaluators trained in giving feedback
Feedback	The process of providing employees with essential information regarding their performance, behavior, or actions (Dyer, 2001; Lattal, 2014).	☐ Formal and Informal meetings ☐ Constructive Dialogue ☐ Verbal and written communication to improve job performance ☐ Addressing cognitive bias

Note. Examples of each component as noted in the research (Daniels, 2014; Lattal, 2016; Preskill & Russ, 2023).

components of an effective employee evaluation system (Merriam & Tisdell, 2016, p. 106) in written documents. Secondly, it provided an opportunity to assess best practices in other districts. This comparison was necessary to fulfill the partner's desire to know how other districts evaluate their support staff; however, it was also imperative because we were able to use authentic documents to drive discussion and decisions about what is necessary to include in

HCPS's evaluation forms. It bolstered the credibility and viability of the team's research and choices. Finally, it provided an additional data source for triangulating our findings to address RQ3.

The team developed a process for comparing the evaluation tools from each county by creating a table to compare the eight different evaluation tools used currently in HCPS (see Appendix). Districts A, B, and D provided the team with paper copies of electronic evaluation tools that were not job-specific. District C provided the team with two evaluation tools, one tool was not job-specific while the other tool was for bus drivers. We then identified common elements and differences across these tools. Then, the team used the CEC components and definitions to develop a list of "look fors" within each neighboring district's tools. Each of the internal and external evaluation tools was then analyzed to identify how they aligned with the CEC (i.e. Standards, Indicators, and Rubrics) and the Six-Step Evaluation Process (Stronge and Helm, 1992). The team determined which aspects of the "look fors" were included and which were missing or not identifiable based on the tool alone. Finally, the team identified similarities among the neighboring districts' evaluative tools to determine what was absent from the HCPS support staff evaluation tool.

Validity, Reliability, and Trustworthiness

In conducting the qualitative research on support staff evaluation in HCPS, the team prioritized both methods' validity, reliability, and trustworthiness. The team aimed to minimize bias in both the survey creation and qualitative document analysis to maximize credibility and assure the relevance and purpose of the DIP.

Table 10

Analysis Framework for Qualitative Document Analysis: Core Evaluation Components (CEC)

Components	Definitions Used	Sample Look Fors Qualitative Doc Analysis
Accuracy	The degree of precision and correctness in the determination/ assessment of an employee's performance (Murphy, Cleveland, & Hanscom, 2019).	☐ Comment Boxes ☐ Summative Report ☐ Text Boxes ☐ Boxes to identify staff ☐ Opportunities for raters to justify their ratings
Transparency	The commitment to clear, open, and comprehensible communication (Daniels, 2014; Lattal, 2016; Adler & Campion et al., 2016).	☐ Meetings ☐ Professional Development ☐ Training for continuous improvement ☐ Knowledge of work ☐ Work Responsibilities
Equity	The pursuit of fairness, impartiality, and the absence of bias (Moers, 2005; Rubin & Edwards, 2020).	☐ Standards ☐ Indicators ☐ Rubrics ☐ Artifacts ☐ Diversity consideration
Feedback	The process of providing employees with essential information regarding their performance, behavior, or actions (Dyer, 2001; Lattal, 2014).	☐ Opportunities for evaluators to justify their ratings ☐ Communication ☐ Response to supervisor

 Note. Examples of each component as noted in the research (Daniels, 2014; Lattal, 2016; Preskill & Russ, 2023).

Qualitative research ethics are tied closely to the trustworthiness of the team collecting and analyzing the data (Merriam & Tisdale, 2016). The team recognized that individual experiences and identities can impact data interpretation, primarily since each team member has worked in various K-12 public school systems. Though team members have not served as

support staff employees, all have served as teachers, and three have served as administrators who work alongside and/or evaluate support staff employees. The team members' roles within the school system offer insight into support staff's vital but sometimes undervalued work. The team understands firsthand the significance of their support staff roles and how they contribute to the overall success of a school or district. Therefore, past experiences have contributed to the teams' beliefs and perceptions regarding the evaluation process of support staff. As a result, careful examination of biases was necessary before, during, and after conducting the research.

The team ensured validity, reliability, and trustworthiness within the survey by employing careful questioning, offering multiple response options, and ensuring confidentiality. The team endeavored to capture authentic perceptions while minimizing the team's influence. Data from various HCPS employees were collected, and Dedoose, a tool that helps researchers identify, classify, and interpret patterns in data was utilized to further enhance the validity and reliability of the findings.

HCPS made the digital survey available to the 919 support staff employees and 72 evaluators. HCPS HR leadership requested principals or their designees meet with some employees to explain the purpose of the survey, the confidentiality of their responses, and that participants had an opportunity to complete the survey on paper. HCPS collected paper survey responses in an envelope from each school/hub, scanned them, and emailed them to the team. A team member transcribed the exact wording of the responses into the electronic survey version. Of the 268 responses, 62 respondents used the paper version of the survey. The team collected the electronic responses and discussed how all initial responses related to the CEC framework. To ensure reliability, the team organized the data according to RQ1, RQ2, and components of the CEC framework into a code book. To further ensure validity, the team used Dedoose. After

individuals coded data, team members checked each other's codes to ensure accurate classification of responses.

In conducting the document review, we took several measures to ensure validity, reliability, and trustworthiness. First, to establish validity, we utilized authentic evaluation forms from neighboring school districts, ensuring that the documents were relevant and reflective of real evaluation practices. Second, to enhance reliability, we systematically organized the information in the documents by using a color-coding system to identify common themes and terms. Subsequently, the terms were charted by district and CEC components to capture the data as accurately as possible. This systematic approach allowed for consistent categorization and interpretation across the team (ensuring consensus), thereby minimizing the risks of interpretation or inconsistent analysis. Furthermore, to address potential biases, the team actively and continuously considered personal predispositions, as each team member has experience in public K-12 education systems. The team recognized the importance of solely documenting what was present in the evaluative forms rather than what we may have felt the document(s) should include or reflect the school division.

Limitations

Research on evaluation systems and processes for support staff within K12 schools is extremely limited; therefore we were constrained by a limited body of empirical knowledge. Although team members met with Dr. Stronge, the co-author of the only peer-reviewed article related to support staff evaluation in a K12 school district, this interaction further underscored the lack of available literature. Therefore, in conducting the research, the team contributes to the minimal literature on this topic.

Limitations also emerged in the data collection phase. The timing of survey completion likely impacted participation rates. Furthermore, participation rates among employee roles varied (see Figure 4). The survey was administered in December 2023 and collected in early January 2024, which can be challenging to gather information from a school system because of winter break. The survey limitations underscore the challenges in ensuring comprehensive participation and careful consideration of logistical factors when conducting a survey.

Several limitations emerged while completing the qualitative document analysis. First, the team anticipated receiving more documents from surrounding districts to guide a robust document analysis. As such, the breadth of the analysis was limited. The specificity of the analysis may have been impacted because the team received only one district's job-specific evaluation form. Job-specific evaluations are crucial for understanding nuanced aspects of performance and can offer more targeted insights compared to general assessments. Additionally, the evaluation forms lacked context related to how evaluations were conducted, limiting our ability to understand the school district's entire evaluation process from the documents alone. These limitations highlight the importance of having a variety of sources to ensure a fair representation of the subject matter- in this case, the development of a balanced, equitable support staff evaluation toolkit.

Chapter Three Summary

A qualitative approach to research allowed the team to capture the opinions and experiences of HCPS support staff employees and those who evaluate them as well as the elements of evaluation tools used inside and outside of HCPS. The team created research questions and used those questions to make a research plan, design a survey, and collect data. A codebook was created to organize and analyze the data from the survey. The team gathered

additional data by completing a qualitative document review of evaluation tools used by school

districts in close geographical proximity to HCPS. The documents were analyzed for similar

keywords or phrases, thematic categories by function, alignment to the CEC, and the Six-Step

Evaluation Process (Stronge & Helm, 1992). The team strived to ensure their methods were

trustworthy, valid, and reliable through careful questioning, reliance on the CEC, and checking

personal bias. Though the study had defined limitations, the team's data analysis generated

findings to help them provide HCPS with improved evaluation tools.

Chapter 4: Findings

The team analyzed HCPS support staff employees' and evaluators' opinions, perspectives, and input through open-ended survey responses. Additionally, the team examined the findings through the lens of people, process, and management. We compared support staff evaluation tools from within HCPS and from four neighboring public school districts. The findings presented in this chapter are organized based on the three research questions.

Survey Response Metrics

The team received survey responses from 25% (230) of support staff employees. These open-ended responses were from employees in a variety of roles, including administration, technology services, custodial services, maintenance, instructional assistance, transportation, and food services. The survey participation by role is illustrated in Figure 4.

There were open-ended responses from 52% (38) of support staff evaluators. These open-ended responses were composed of evaluators from administration, technology services, custodial services, instructional assistance, transportation, and food services. Evaluators were not delineated by their role. Though the targeted number of participants was not received from either group, the team was confident that there were enough open-ended responses to draw meaningful conclusions.

Research Question 1: Support Staff and Evaluator Opinions Differ

Open-ended survey data was the method used to answer RQ1 regarding support staff employee and evaluator opinions on potential components of the updated evaluation tool. Opinions were identified and compared within each group to draw conclusions and interpretations. Our findings indicate the employees' and evaluators' opinions differ due to their roles and their positions within the evaluation process.

Figure 4

Employee Survey Participation by HCPS Role

Survey Participation by Role

Other
12.2%

Technology Services
0.2%

Maintance Wokers
2.7%

Instructional
28.9%

Administrative
17.9%

Bus/ Car Drivers
6.9%

Custodial Workers
8.4%

Food Service Workers
22.9%
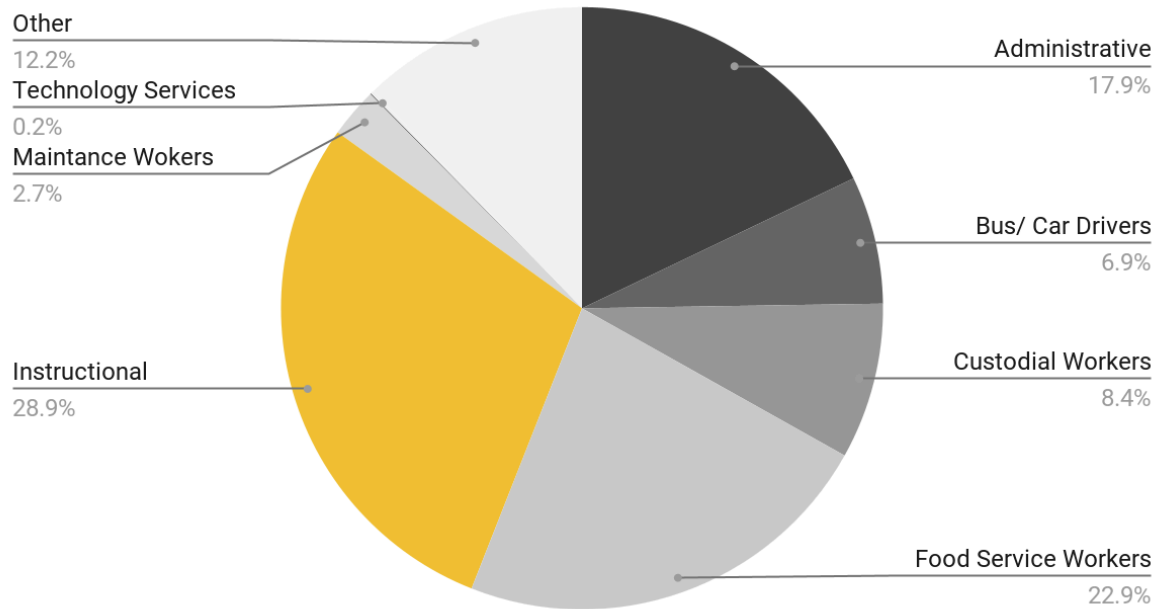
Note. The pie chart breaks down the survey participation data by employees' role in HCPS.

Employees Value Equity Over Other Components

Keywords and phrases from support staff indicated that equity was the most important

component, based on 28.7% of coded open-ended responses, to include in an updated evaluation

tool. Support staff employees shared their opinions on striving for fairness, impartiality, and

eliminating bias, along with their thoughts on the extent of their involvement in the evaluation

process as a whole. One response from an employee in an administrative assistant role stated, "I

think it is a fair system," which equates to at least one employee being satisfied with the equity

of the current process, as it relates to fairness and the pursuit of impartiality (Moers, 2005; Rubin

& Edwards, 2020). While this employee seemed satisfied with the current system, another

response from a custodial service employee mentioned that "there is no input from staff,"

suggesting that there is a lack of involvement of support staff within the process. These opinions may vary due to the differing roles of the respondents. These two responses reveal that there could be bias and a potential discrepancy present between departments with the perception of equity within the current evaluation system.

Next, the team identified 25.6% of open-ended responses relating to feedback, speaking to providing employees with essential information regarding their performance, behavior, or actions. A response from an instructional assistant mentioned that there is "Little to no discussion about evaluation. In previous years, I was just handed a paper evaluation." Another instructional assistant wrote, "I like how each person is evaluated as an individual or a team." This highlights that the process of receiving feedback is inconsistent for employees in the same role, and potentially between departments. This finding could be indicative of a broader issue with feedback in the current evaluation process.

The team identified 17.8% of open-ended responses with accuracy-related codes, which demonstrates precision and correctness in the evaluation of an employee's performance. A response from an instructional assistant shared that the current evaluation tool has "a fair representation of job responsibilities." Another instructional assistant opined, "I always receive a good evaluation but don't always feel that it is accurate." These responses detail that there is a potential misalignment between the perceptions employees have of their job performance and their evaluation ratings. This underscores the importance that support staff employees place on correctness and precision within the evaluation process.

Open-ended responses (14.7%) related to transparency, which is characterized by commitment to clear, open, and comprehensible communication, were coded. A food services worker stated, "I like that it helps to know our strengths or improvement to be better." Whereas,

a maintenance worker expressed that there are "not a lot of details about our work" in the current tool. The two responses illuminate a divergence between employee and evaluator perceptions of work-related communication. Varying degrees of commitment may contribute to the differing perceptions of transparency.

These findings illuminate a level of subjectivity within the organizational level of people in the current evaluation system. The open-ended responses reveal that bias and individual roles could impact the outcomes of an evaluation within the current system, which undermines the effectiveness of the evaluation.

Evaluators Value Accuracy Over Other Components

The team found that accuracy was the most important component of an updated evaluation system according to the response rate (36.8%). One evaluator stated that "the jobs that the forms are used for are so varied that they work better for some positions than others." For example, the general tool used for the school nurse evaluation does not encompass any responsibilities of that role. Another evaluator mentioned that "Some of the categories are outdated and subjective." This implies that the forms are not able to result in accurate evaluations due to their variability.

A total of 28.9% of evaluator's open-ended responses underscored the importance of transparency within an updated evaluation tool. One evaluator mentioned that "indicators are not differentiated" within the current system. The lack of job-specific indicators makes the evaluation less specific and more difficult for both evaluators and employees. This emphasizes the importance of transparent and clear criteria for an effective evaluation tool.

Approximately 18.4% of open-ended responses were related to feedback. One evaluator mentioned that the current tool "does not encourage two-way dialogue." Suggesting that the

current system is not conducive to productive open and constructive dialogue. Another evaluator argues that "choosing how one works on a scale of 1 to 5 is so impersonal," which was echoed throughout the responses from evaluators. These responses indicate that giving effective, personal feedback is important to some evaluators. Lastly, 10.5% of open-ended responses were related to equity. One evaluator wrote that the system is "fair" and that "benchmarks are fairly consistent with most evaluation processes." However, very few evaluators' responses were coded for equity.

Lack of Consistency Across Support Staff and Evaluator Groups

The team compared the open-ended responses of HCPS support staff employees and evaluators to answer RQ1. Understanding the distribution of responses as they relate to components of the CEC provides valuable insight into the priorities of HCPS support staff and evaluators, however, the team identified little consistency across support staff employee and evaluator groups (see Figure 5).

According to the open-ended responses, accuracy is a top-mentioned code for evaluators but the third most-mentioned code for employees. Some open-ended responses from both support staff employees and support staff evaluators expressed that the link between job descriptions, responsibilities, and the current evaluation tool is unclear. Support staff have stated that accurate feedback is hindered by their evaluator not observing their work. On the contrary, other support staff, whose evaluator did observe their work, have expressed trust in the evaluation process. Therefore, the accuracy of feedback can be contingent upon the evaluator and their involvement. When comparing the open-ended responses of both groups, it is apparent that there is a disparity in their understanding of accuracy within the current evaluation system;

however, both groups value the degree of precision and correctness within the evaluation process.

Figure 5

Opinions of HCPS Employees and Evaluators Regarding Potential Evaluation Components
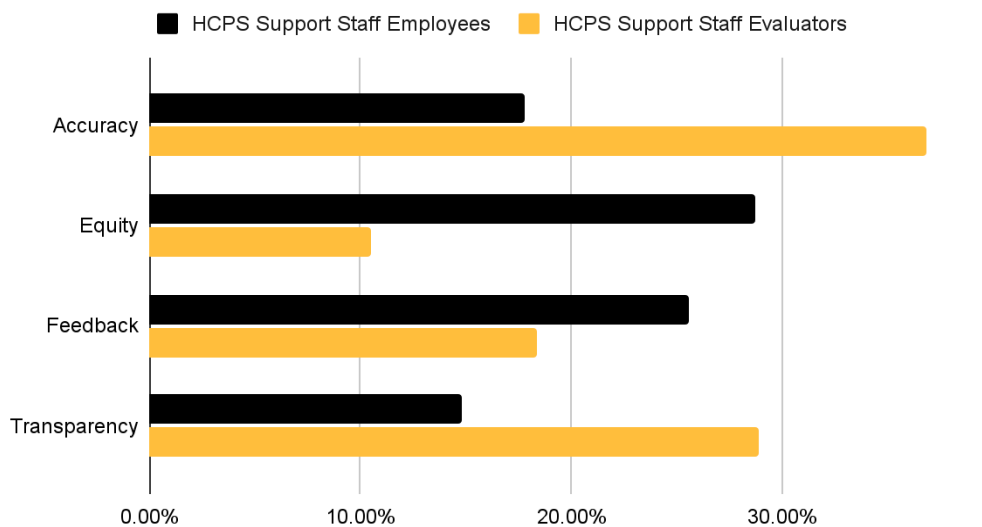
Note. The graph shows how the opinions of employees and evaluators differ regarding potential components of the updated evaluation tool.

The open-ended responses of support staff employees underscore the importance of equity within the evaluation system. The number of support staff responses tied to equity shows that employees value fairness, impartiality, and the absence of bias in an evaluation system. Several support staff responses suggest that while some employees find the current evaluation tool fair, others feel it is subjective and elicits bias. Numerous respondents noted that they do not have a means of actively participating in the evaluation process and are dissatisfied that they cannot provide input. While the lack of concern regarding equity and positive assessment of

fairness is reassuring, it is crucial to note that the evaluators' perceptions of equity may be skewed since evaluators are not being evaluated within the current system.

Despite these differences, we found that feedback is important to both support staff employees and evaluators. Though feedback was mentioned more by employees, it was the only component mentioned proportionally close by both groups. In the responses, some support staff employees shared that they think the current evaluation tool can be impersonal and disengaging. Whereas, other employees stated they feel as though the process is personalized and like the opportunity to discuss the feedback that the evaluation provides. Support staff evaluator responses regarding feedback included opposing perspectives, ranging from deeming the process as impersonal to appreciating the opportunity the narrative section affords to provide the employee with specific feedback. Despite differing opinions on feedback, both groups find merit in support staff employees receiving constructive information regarding job performance.

Transparency is another shared concern among support staff employees and evaluators. Support staff employees expressed different opinions on feedback related to the current evaluation tool. Some responses indicated that support staff employees feel that they receive direct feedback on their strengths and areas for improvement during the evaluation process, while others wrote that evaluations do not give them much insight into their progress or detail about their work performance. Several responses from both groups indicate that the current evaluation tool is not conducive to promoting clear communication between support staff employees and evaluators. Overall, the open-ended response data for RQ1 leads to the conclusion that all four framework components are of importance to both support staff employees and evaluators; however, equity is most important to support staff employees and accuracy is most important to evaluators.

Research Question 2: Components Missing in Existing System

Open-ended survey data and qualitative document analysis were the two methods used to answer RQ2 regarding what is absent from the existing support staff system HCPS needs to make to improve its evaluation system. The team's findings determined that all four components of the CEC are missing from the current evaluation system.

Survey Findings Suggest System Lacks Equity, Accuracy, Feedback and Transparency

The team found that the opportunity to incorporate artifacts is absent from the existing support staff evaluation process and tool. Artifacts can provide objective insights and evidence of meeting or exceeding job performance standards. Within the open-ended responses, several instructional assistants shared their perspectives on the evaluation process. One such employee stated, "One person evaluating you is only an opinion of that person. They don't always see the hard work you put in," while a second respondent said, "The teacher I work with all day should evaluate me." Another instructional assistant recommended that even if they work "with multiple teachers, administrators get input from all teachers even if you [sic] don't report directly to them." These responses refer to an employee's desire for a more comprehensive and balanced view of an individual's performance, based on evidence of job performance from multiple stakeholders or those stakeholders who closely observe the employee in action. Employees' open-ended survey responses suggest concerns about evaluators' understanding of daily work and the missing involvement of peers or artifacts that can be incorporated into the evaluation tool.

The team found that the existing evaluation tool and process are not entirely accurate due to the minimal observable data and meeting time with evaluators. One instructional assistant stated that "those evaluating you do not see you on a daily basis and see the work you are

performing." Another instructional assistant shared that "some principals don't get to see what all each staff member's role entails." An administrative assistant highlighted the fact that some employees only meet with their evaluators once a year and suggested additional face-time "to have the evaluator meet with the associates more often to see concerns and or problems are addressed in a more timely manner-opposed to once a year." Additionally, evaluators expressed concerns with the existing tool itself. One evaluator shared that "The form needs to be simplistic yet hit on the core competencies of the role along with general professionalism expectations of the division." These comments imply that without sufficient observable data and interaction with the employee, an evaluator would have limited justifications for the employee's performance ratings. Overall, employees have concerns that stem from the process, whereas evaluators pointed out ways in which the tool is ineffective.

The team found open-ended responses from employees underscored the inconsistent process of providing employees with essential information regarding their performance, behavior, or actions. For example, a custodial service employee indicated a deficiency in receiving feedback throughout the year: "I would like to have a mid-year evaluation. I would like to know how I am doing in my job before the end of the year." Further highlighting that employees do not receive adequate constructive dialogue to inform improvement, an instructional assistant stated: "I would like to have more feedback on my job performance throughout the school year. If there are things I should/could be doing differently, I'd like to know sooner than just at the once-per-year meeting." An evaluator shared that "I would prefer to have a beginning of year, mid-year, and end of year evaluation with support staff employees." These responses show that employees may prefer to receive formative, rather than only summative, feedback. The comment from an evaluator insinuates that evaluators may prefer to

give more ongoing formative feedback in multiple meetings throughout the year. They also suggest that the existing evaluation process does not have concrete tools or mechanisms that employees can use to get more detailed information on their performance from evaluators.

The team found that employees' responses indicated there is a lack of clear, open, and comprehensible communication regarding the evaluation process and tools. Specifically, a technology service employee shared that "strongly suggests managers, who evaluate staff, are all trained in how to evaluate staff in a consistent manner across the district." Whereas an evaluator stated they need "training on how to do it where is it consistent." Additionally, an administrative assistant stated, "I would like a heads up before time from the manager to tell me what area I might need to improve in." These responses allude to inconsistent communication between employees and evaluators.

The team analyzed the open-ended responses and was then able to deduce areas where accuracy, transparency, equity, and feedback are missing in the existing support staff evaluation tool (See Figure 6). Employees emphasized the need for a more equitable and accurate evaluation tool that includes timely and meaningful feedback. Evaluators emphasized the limited transparency and feedback of the existing evaluation tool and noted that current tools are missing training and more opportunities to meet with support staff throughout the evaluation process.

The survey data offers important perspectives into what employees and evaluators believe is absent. Based on the open-ended responses, support staff employees perceive equity as the most notable absence in the current evaluation tools and process. Support staff employees reported concerns regarding potentially biased evaluations and a lack of involvement from multiple stakeholders who observe the employee. Open-ended responses that the team coded as related to equity varied drastically between the two groups. Evaluators were less concerned with

equity in their responses, as it was their least-mentioned component. Overall, the responses of employees note major absences related to equity as an issue for focus in the evaluation process and tool.

Both support staff employees and evaluators noted deficiencies related to accuracy in the current system. Employees and evaluators held different perspectives regarding accuracy. Employees noted that the current evaluation system is not accurate due to a lack of observations and collaborative meetings; meanwhile, evaluators focused their responses on a lack of evaluation pieces that enable an evaluation to be completed correctly with justifications. The varying responses of employees and evaluators showcase the divergent views of accuracy with the current evaluations.

Both support staff employees and evaluators highlight key absences in the existing tool and process as they relate to feedback. Employees shared they are dissatisfied with the lack of constructive dialogue with evaluators, stating that they would prefer more frequent and formative feedback. Evaluators responded noting that the existing evaluation tool is not conducive to setting up evaluators for success with providing meaningful feedback on job performance. Both groups found that feedback was absent in the current evaluation system; however, support staff employees were more vocal about wanting an effective evaluation tool that promotes productive feedback.

According to the open-ended responses, both support staff employees and evaluators have significant concerns about the lack of transparency in the existing evaluation tool and process. Employee responses noted an absence of open, clear communication within their evaluation meetings, whereas evaluators shared that training is a major missing component.

Figure 6

Employees vs. Evaluators Survey Data

What is Absent from the Existing HCPS Support Staff Evaluation Process?
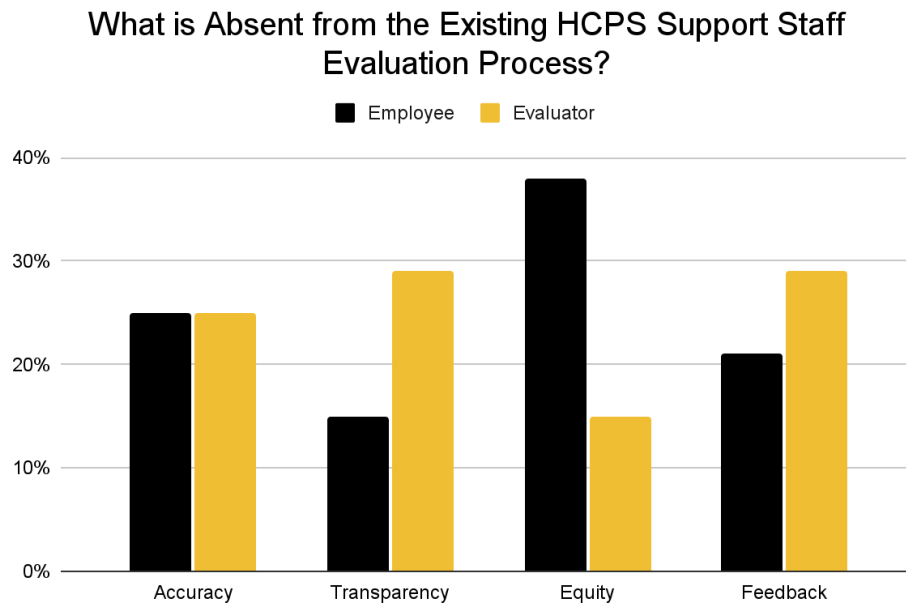
Note. According to the survey data, employees highlight the absence of accuracy and equity as the major shortcomings in the evaluation tool, whereas, evaluators point to transparency and feedback as the primary components missing in the existing process.

Additionally, 36.0% of employees voiced frustrations about compensation and evaluations. Despite compensation not being a component of the CEC, the team incorporated this survey response as an additional code due to its high frequency and the collective voice it represents among employees. For example, an instructional assistant stated that raises are "not given regardless of good or bad evaluation." Another employee in technology services shared that evaluators:

> have a box about even being recommended for a raise, what kind of farce is this? The
>
> employees are not stupid but you put these blatant lies on the paper itself, every
>
> supervisor always laughs it off and says something along the lines of "You know the deal,

I would if I could but unfortunately that's now how this system works, school board

approval yada yada yada."

The frequent expressions of frustration among employees can be interpreted as calls for

recognition and rewards for those who demonstrate dedication and high performance, as

illustrated by statements such as, "Reward those who are dedicated and perform well, thereby

addressing pay grade disparities." As previously noted, HCPS policy states the goal of

evaluations is to improve "job performance and to serve as a basis for merit salary increases"

(Policy Manual, n.d.). However, based on responses, the basis for the merit salary increase has

not been defined or communicated to support staff employees. These findings suggest the need

for more transparency on whether and how job performance is tied to incentives or

compensation. In sum, the open-ended responses for RQ2 lead to the conclusion that all four

framework components of the CEC are absent to a degree from the existing evaluation tool and

process.

Qualitative Document Analysis Finds Current Tool Lacks All Components

In our qualitative document analysis of what is missing in the current HCPS evaluation

tools, we found several key takeaways (See Appendix F). The current HCPS evaluation tool

must be revised in several areas. First, it lacks job-specific standards and indicators, which are

crucial for accurately assessing performance within each role. HCPS has 73 specific support staff

roles, with specific expectations listed in the job postings, but the standards and indicators on the

support staff evaluation are not aligned with these criteria. Next, the absence of rubrics to clarify

ratings for each standard hinders transparency, equity, and clarity in evaluations. There is also a

notable need for more consistency across evaluation forms, with some utilizing a 3-point rating

scale while others have a 5-point scale, undermining uniformity and comparability. Six out of

eight tools use a 3-item rating scale of Exceeds, Meets Expectations, or Needs Improvement. The tool fails to define what it means to fall within each category but does give general directions: "Assess the employee in each of the areas below." The other two evaluation tools use a rating scale from 1-5 with directions that say, "Assess the evaluatee's [sic] achievement in each of the general areas listed below. An assessment of five is high. An assessment of 1 is low." The absence of a consistent rating scale as well as a rubric or directions can lead to inconsistent and inequitable ratings completed by evaluators. Thus, this section with the current tools lacks an essential step in the evaluation process, according to Stronge and Helm (1992): job performance must be reflected in behavior to be evaluated, and this involves identifying and selecting behaviors considered reflective of the previously identified job responsibilities.

Further, the limited space for written feedback may prevent evaluators from providing comprehensive and constructive input. Four out of the eight evaluation forms contain a space for evaluators to expand on the areas of improvement for employees, while the other four lack such a space. The absence of text boxes under each standard further restricts the depth of feedback provided. Stronge and Helm (1992) highlight the importance of documenting improvements and outcomes in an evaluation cycle.

Additionally, formal goal-setting meetings or interim discussions to address employee strengths and areas for growth should be present, potentially hindering the development process. Stronge and Helm (1992) profess that the evaluation conference encourages employees to analyze their performance and contextual factors affecting it, fostering a high-level discussion, yet the team found no evidence of such a space for employees among the tools. The need for a place to upload artifacts and gather employee input into their evaluation detracts from the

comprehensiveness and fairness of the evaluation process. The missing components impact the efficacy and equity of the evaluation system within HCPS.

Research-Based Practices Found in Tools from Neighboring Districts

As previously noted, to have a meaningful and accurate evaluation process, the literature suggests that tools for evaluation must have specific components: job-specific standards and indicators, ratings with rubrics, and a place for evaluator and support staff employee input. In the subsequent sections, the team examined the extent to which these research-based practices were utilized in neighboring districts. A comparison is made of neighboring district tools to HCPS to note what is missing from HCPS evaluation tools (See Appendix G). Table 11 describes each district, the tools provided, and a comparison of the tool components.

Standards and Indicators Found in Tools from Neighboring Districts

Of the four neighboring districts, all have specific standards and indicators. District A has four performance standards and accompanying indicators (number indicated in parentheses): general performance (13), personal characteristics (7), and specific job performance (10). The final standard, which is "job-specific" includes indicators directly related to expectations for food services and transportation. Of note is that the "specific job performance" standard only addresses the overall performance of an employee. This can be confusing since there are job-specific indicators. The job-specific indicators for food services and transportation have 5 and 10 performance indicators, respectively. This means there are at least 30 performance indicators by which support staff are evaluated. Any more than that would depend on the specific job they hold.

Table 11

Comparison of Tools Across Neighboring Districts

District	Description of the District	Tools Provided	Tool Components Comparison
A	Small rural/suburban school districts (over 2,500 students)	PDF of General Evaluation Tool	• General Standards with corresponding indicators • Job Specific Indicators
B	Large urban/suburban school district (over 40,000 students)	PDF of General Evaluation Tool	• General Standards with corresponding indicators • Descriptions of each standard instead of indicators
C	Small rural/suburban school districts (over 4,000)	PDF of General Evaluation Tool, PDF of Evaluation Tool for Bus Drivers	• General Standards with corresponding indicators • Job-specific standards for Bus Drivers with job-specific indicators • A rubric that explains ratings
D	Large urban/suburban school district (over 60,000 students)	PDF of General Evaluation Tool	• General Standards with corresponding indicators • It may have job-specific indicators that could not be seen in a PDF

Note. This table depicts the neighboring districts that the team used to compare with HCPS, as well as the tools and a summary of the tools components comparison.

District B, comparatively, has more standards than District A and fewer indicators. District B's standards and indicators include: punctuality (2), attendance (2), judgment (4), responsiveness to supervision (2), initiative (1), contact with others/cooperation (3), knowledge of work (1), quality of work (1), efficiency and responsiveness in carrying out duties (1), communication skills (1), records and reports (2). The smaller number of indicators in this

district can be attributable to how they are written. While District A lists its indicators, District B uses descriptions to help explain its standards. For example, the indicator for "quality of work" reads as follows: "Work assignments are completed in conformity with the expectations of the job." Listing may provide a more comprehensive understanding of what expectations are for a standard, but the prose for District B still provides specificity for support staff.

District C provided two evaluation forms, with one being general and the other being specific for bus drivers. The general tool has 11 standards while the bus driver tool has five. The general tool standards and indicators include the following: attendance/punctuality (3), knowledge of position (1), quality of work (2), service orientation (1), judgment (2), follows policies, regulations and safety practices (2), record keeping (1), initiative (2), response to supervision (2), communication (1), and interaction with others (3). The job-specific bus driver tool has five standards that encompass: work responsibilities (3), human relations (2), quality of work (4), record keeping (0), and attendance/tardiness (0). It is important to note that while the number of indicators is significantly less than what is found in surrounding districts, District C includes specific descriptors in its rating scale which, on the job-specific form, include precise wording to aid support staff in comprehending job expectations. For example, under record-keeping, if a driver is meeting standards, they would be turning "in repair requests sheets as needed," or submitting "student counts accurately and on time." While they are not listed as indicators similar to other districts, the forms do include clarifying statements to ensure support staff are aware of what their responsibilities include.

District D has ten core competencies (standards) by which its staff is evaluated, and it also has indicators for each of its standards. The standards and the total number of indicators are as follows: communication (7), professionalism (7), planning and organization (6), continuous

improvement (4), interpersonal skills (6), flexibility (6), reasoning (5), reliability and

dependability (3), technical skills (4), and job specific (0). It is important to note that the district

is clear in stating that the list of indicators is not exhaustive. Additionally, the job-specific

indicators may appear in a drop-down menu that cannot be seen on the copy the team received.

District D has more than 47 indicators for its support staff. The key takeaway is that neighboring

districts align their standards and indicators in a way that provides clarity of purpose for their

employees. They have purposefully aligned standards and indicators to maximize employee

understanding of job and performance expectations.

This analysis revealed some repeated indicators used across the four neighboring

districts. These common indicators were: attendance (100%), responsiveness to supervision

(100%), communication (100%), human relations/working with others (100%), initiative (75%),

judgment (75%), records and reports (75%), and policies and procedures (75%). Although

human relations/working with others, initiative, and judgment were common indicators they

were subjective and not as easy to assess as attendance, responsiveness to supervision,

communication, and records and resorts. This subjectivity could potentially lead to ambiguity

and bias in support staff evaluation. The percentages indicate the extent to which all four

neighboring districts included the standard. Two other categories, "quality of work" and

"knowledge of work," were found to be in two (50%) of the evaluations. While other standards

may appear on two of the evaluations, the wording or meaning lacks clarity. Additionally, some

of the standards overlap. For example, positive communication may fall under the

communication umbrella or that of human relations. Some of the standards are truly open to

interpretation by those outside of or unfamiliar with the evaluation tool.

Of the documents from the surrounding counties, 75% use performance standards and indicators. This not only gives employees a better understanding of how they are evaluated, but it also explains what the standards encompass. By contrast, HCPS's current support staff employee evaluation forms are missing a clearly defined set of standards. It has broad standards and an accompanying list of indicators that may or may not align with the standard. This approach does not mirror what neighboring districts do to clarify the evaluative process for support staff.

Scoring/Rating Rubrics Found in Tools from Neighboring Districts

As reflected in the CEC, to create a more consistent evaluation, it is essential to have a clear rubric for rating employees based on their performance. Each of the neighboring school districts utilizes evaluative rubrics that use a descriptive word or phrase to quantify how well or poorly an employee performs. School District A uses "Exemplary," "Proficient," "Developing/Needs Improvement," and "Unacceptable" as its rating scale. School District C has the same scale as District A on its general evaluation tool but uses "Exceeds Standards," "Meets Standard," and "Below Standard" for its job-specific evaluations. While District D has no visible scale on its form, it does indicate that the "rating of 'proficient'" is what it expects from its employees. It is likely that the rubric is much like District A but can only be seen in the online version via the drop-down menu (which is indicated on the form). District B has neither a notable rubric nor any language that would suggest there is a rubric.

HCPS's forms are most aligned with School District C. Both use two different rating scales, depending on the job type/position of the employee, but there is a telling difference: HCPS uses scores (1-5) to identify whether some of their employees (Athletic Director and central office staff) receive a favorable evaluation. Unfortunately, there is no explanation of what a tallied score might mean for the employee. In other words, there is no explanation of what

score is necessary to earn a favorable evaluation. If an employee received all scores of "5," the outcomes are clear. The same could be said if someone received all scores of "1." Outside of those scenarios, there is no way to know what a score means. While all of the evaluation tools did not have scoring rubrics, most did. The rubrics provide the employee with an understanding of the criteria by which they are evaluated, and what their score, if any, means. Thus, the evaluation process and its outcomes for some employees in HCPS are murky, at best. Clear rating rubrics are essential for accuracy and transparency in the evaluation process.

Evaluator Input/Artifacts Found in Tools from Neighboring Districts

Each school district's support staff evaluation forms include text boxes for evaluator input. These boxes give the evaluator space to comment on areas of improvement as well as areas in which the employee excelled. This space also allows for written anecdotal communication of what is seen during an evaluation that could not be clearly expressed without a written depiction of what transpired. Having a space to explain evaluation ratings enables the evaluator to be transparent with their evaluation and pinpoints areas of focus for the employee to improve upon. Along the same line, artifacts, whether submitted by the evaluator or the employee, are items that can provide supporting documentation. Items that are deemed appropriate artifacts, which provide valuable insights and evidence of job performance standards, should be determined by HCPS before implementing the new tool. In addition, evaluators must tie each artifact to a specific job description with fidelity as it impacts employment and final evaluation rating. The documentation could lend credence to what the evaluator has incorporated into the evaluation or support the employee's perspective on their evaluation. The items may not be specific but could support job expectations the evaluator might not be able to observe consistently. School Districts A and C also have a space on their evaluation tool for attachment

uploads. Including space for anecdotal information or other document support enriches the

transparency and equity of the evaluation process. HCPS has two boxes for comments from the

evaluator. They need more space for evaluators to justify how they decide what scores or ratings

they may attribute to support staff. This highlights the need, too, for more specific standards and

indicators, as text boxes would be attached to each standard.

Job-Specific Evaluations Found in Neighboring Districts

Evaluations that are connected specifically to the employee's job descriptions create clear

transparency on job performance (Drumea, 2014). Only school Districts A and C shared

job-specific evaluations for support staff employees, which enables evaluators to effectively

evaluate their job performance. School District A utilizes a version of job-specific evaluations

with specific sections related to transportation and food services. Within these sections, if an

employee is a transportation or food service employee, the evaluator responds to a list of

questions related to the job expectations. If an employee is not a transportation or food service

employee in School District A, the evaluator skips both sections to complete the evaluation.

Within its evaluation, School District C has created a list of indicators connected to standards for

specific jobs. The indicators are directly related to tasks the employee would perform. In

comparison, HCPS, on the surface, appears to have specific indicators for specific positions, but

they do not necessarily align with the job. If employees do not have a clear understanding of

their job responsibilities, it may cause confusion and a lack of trust in the evaluation process

(Yamazaki & Yoon, 2015).

Unveiling Gaps and Opportunities for Improvement

The qualitative document analysis gave the team detailed insight into what appears on

HCPS's current evaluation forms compared to those of four neighboring districts in terms of their

usage of tool components recommended in the literature. This supports the detailed findings from the survey that was distributed to the HCPS support staff and those who evaluate them. Using Stronge and Helm's (1992) Six-Step Evaluation Process as well as the team-identified CEC, the team could identify gaps between current HCPS tools and best practices, with the neighboring localities providing examples of changes.

Findings across these two data sources indicate parallelism between what the employees want in an evaluation and missing elements from HCPS' current evaluation tools. In other words, the document analysis data illustrate many of the same gaps that the support staff employees and evaluators referenced in the survey. The critical first step of an evaluation process is to identify the needs of the organization (Stronge & Helm, 1992). Currently, there is no initial meeting, which would allow for the evaluator to express what is needed for the organization, and this would allow the support staff to share what support they may need to help reach the organization's goals.

Further, the employees stressed in the survey that they need clarity of purpose in their jobs. While the neighboring districts all have specific standards and indicators to clarify expectations, HCPS does not. There is a lack of clear communication surrounding job expectations and employee evaluations. The district and the support staff want and need this to meet steps two through four in the Stronge and Helm process (1992) (See Figure 3). Support staff and evaluator open-ended survey responses also indicate a need for equitable and transparent documentation of their job performances. The document analysis proves that nearby districts try to include space for dialogue or even the sharing of artifacts, while HCPS allows very limited space for supporting feedback from an evaluator. This is not conducive to a collaborative approach to the evaluation process. Further, without a clear rubric for evaluating

employees, the district runs the risk of bias, subjectivity, and inconsistency in the evaluative process. If HCPS wants its staff to improve, both the survey data and the document analysis data support the idea that HCPS must make changes to its evaluation tool(s) to better support its staff and to better serve the district's needs.

Research Question 3: Changes Needed in Existing System

Open-ended survey data and qualitative document analysis were the two methods used to answer RQ3 regarding changes that HCPS needs to make to improve its evaluation system. Findings from open-ended responses provided the team with substantive information about the changes needed to update and improve the existing evaluation system. The qualitative document analysis determined what changes need to be implemented to the HCPS evaluation tool, with attention to the recommended practices within the components of the CEC and the research-based findings from Stronge and Helm (1992).

Survey Findings Revealed Changes Needed to Increase Equity

The team found that the majority of open-ended responses centered around the concept of "tailored" considerations, which involved addressing the diverse perspectives and needs of stakeholders. Employees want their feelings and opinions to be considered throughout the evaluation process. An employee's perception of equity in a performance evaluation is crucial to the success of the system (Rubin & Edwards, 2020).

Additionally, employees' desire for feedback on their roles and responsibilities indicates that HCPS should consider the implementation of additional supports and mechanisms to elicit dialogue. They indicate the need for discussions, equating to "better communication" where they receive "honest feedback." In terms of accuracy, employees want additional meetings with evaluators because they are concerned with how evaluators justify their ratings. Employees

would prefer to solicit feedback from colleagues who work with them or observe their performance. To mitigate these concerns employees ask for more direct observation from evaluators or suggest evaluators consult with their colleagues before evaluating job performance.

Finally, employees want evaluators to be transparent with them. Specifically, a bus driver suggested that evaluators "talk to us about the evaluation process and how they scored us." Employees are yearning to exceed expectations and want to understand how they can do so consistently. Employee open-ended responses were categorized into the CEC, the component totals were: equity (25.8%), feedback (18.3%), accuracy (15%), and transparency (7%).

The team found that the highest frequency words found in evaluator responses were "aligned" and "format.". These words were specifically related to proposed changes in the evaluation tool. Furthermore, themes emerged from the equity component, emphasizing evaluators' desire for the evaluation tool to be aligned with job responsibilities and to incorporate rubrics and indicators for better usability. These suggested elements would contribute to the pursuit of fairness and impartiality in the evaluation process.

Accuracy responses indicated the need for a more precise evaluation tool, as one evaluator suggested the evaluation tool should be "more aligned to the job title." In addition, "training needed" was a recurring theme within the responses coded for transparency. Moreover, feedback emphasized expanding the space available for comments on the evaluation form. Finally, there was a suggestion to transition the tool into an electronic format to enhance accessibility for employees to provide comments and share their input. Evaluator responses were categorized into the CEC, and the component totals were: equity (52.9%), accuracy (8.8%), transparency (5.9%), and feedback (5.9%).

Employees and evaluators want to ensure equity in the updated HCPS support staff evaluation system. Employees focused on tailoring evaluations to individual job roles, incorporating personal opinions and feelings, and involving peers or colleagues in the assessment process. Their emphasis is on fairness, personalization, and the opportunity for merit-based pay raises. Whereas, evaluators are eager to have an evaluation tool that aligns with specific job responsibilities, utilizing objective criteria and rubrics for assessment, and ensuring consistency and fairness in the evaluation process. The team found that the updated evaluation tool should center around objectivity, alignment with organizational expectations, and integrating training for evaluators.

Qualitative Document Analysis Revealed Key Changes Needed

The qualitative document analysis revealed necessary key changes related to the structure and content of the evaluation tool for HCPS support staff. The current evaluation form(s) is missing key components, and as a result, the evaluation process is compromised (Curtis, et al, 2005) in HCPS. This means that the entire evaluative process is unreliable because the forms by which evaluations are created and documented are, themselves, inadequate; they do not accurately and completely capture whether a staff member is meeting the requirements of his job. It was imperative to analyze what neighboring districts include in their evaluation forms (and how their evaluation process is impacted).

To best identify HCPS's missing components, the team used the data from the qualitative document analysis. The team had to compare and contrast the findings from the neighboring districts' tools to those of HCPS. Finally, the team triangulated the data from the tools with components of the CEC and Stronge and Helm's (1992) Six-Step Evaluation Process to generate additional findings related to changes needed in the HCPS tools.

Identity of Type Evaluation is Required

First, the HCPS evaluation tool must identify the type of evaluation the organization is attempting to conduct. This would either equate to labeling the tool as "summative" or incorporating more than one meeting during the school year. This would benefit both the evaluator and support staff member.

These include initial meetings, mid-year evaluations, formative evaluations, summative evaluations, and raters to justify their ratings. School District A references at least one meeting, stating that they (employees) "must have on file…at least one evaluation per year," indicating that while it is not mentioned explicitly, District A employees must have a summative evaluation. District B did not use any of the specific indicators for accuracy, though they do use text boxes for rating justifications. District C, in addition to text boxes, uses the terms "annual," "1st year probationary," "unscheduled," and "interim" to identify the kinds of evaluations they offer or schedule. The term "annual" suggests a summative evaluation, while an "interim" evaluation applies to a formative or mid-year evaluation. District D uses the term "summative." This suggests that at the bare minimum, support staff will have at least one summative evaluation, typically held at or near the end of the school year. Currently, HCPS does not identify what kind of evaluation its employees can expect. Every district, including HCPS, fails to highlight or offer an initial meeting, which is essential for ensuring that staff members know what the job expectations are and, possibly, setting goals for the employee (Stronge & Helm, 1992).

Must Have Clear Performance Standards and Indicators

Second, the HCPS evaluation tool must include performance standards and clear indicators that are specific to jobs and the requirements for them. As they are currently written in the HCPS forms, they are too broad and inadequately defined. Job-related performance standards

should be used, and they should give overarching goals related to expectations for the role, while the indicators should reflect what qualities or actions support staff must exhibit or complete to meet the goal. Without this, the second, third, and fourth steps in Stronge and Helm's (1992) Six-Step Evaluation Process cannot be completed with fidelity (see Table 13). Neighboring districts provide more explicit indicators, so employees know what the expectations are. Reducing the possibility of subjectivity in the evaluation tool diminishes the opportunity for bias and inevitably improves employees' trust in the evaluative process. Reducing subjectivity would also speak to the evaluation process being more equitable and accurate for its employees. The talk surrounding standards, indicators, and rubrics pervades the data. District A has standards, indicators, and a rubric to guide evaluators when rating employees. District B has standards and indicators, but no rating rubric. It does include space for uploading artifacts, should the evaluator or, potentially, the employee have documentation in support of the evaluation. School District C offers the most comprehensive indicators that point to equity. It has standards, indicators, rubrics, a place to upload artifacts, and a box for support staff employee comments, which is something no other district has. District D is unique in that it is inclusive of the diverse perspectives and needs of its employees. The evaluation tool says its employees respect "diversity and differing points of view." Each district presents its equity components slightly differently, but they all have clear and explicit expectations for the support staff which can be documented and justified during the evaluation process.

A Clear Evaluative Rubric for Support Staff is Necessary

The HCPS evaluation tool must be designed for clarity in expectations and ratings. Though two of the four nearby districts have two different ranking scales for specific employees, they do include descriptors or indicators so that employees and evaluators know what the

expectations are. Additionally, the descriptors help the support staff understand how to achieve

higher evaluative scores. This comes from a combination of standards, indicators, and a rubric.

HCPS currently has two ranking scales for employees with no clear guidance on what the scales

ultimately mean. It would make sense to use a scale that is consistent across jobs to avoid

confusion. This would be helpful for evaluators and employees, as consistency lends itself to

clarity. Additionally, the new rubric could eliminate potential biases. rubrics for "rating"

employees, but they do not offer any clear explanation for what the outcomes/scoring for

employees means. With a rubric that allows evaluators to rate an employee on a scale of 1 to 5,

there are no guidelines to suggest what a score of one looks like. The tool states that an

"assessment of and 5 is high and 1 is low" but with no guidance beyond that description. The

HCPS forms must include a clearly defined rubric. Without it, there is no way to ensure that

employees know what their "score" means, and evaluators are then left to their own devices in

rating employees during the evaluation process. Clarity in this process speaks directly to

ensuring equity and transparency.

Additional Space for Feedback in the Evaluation Tool

Finally, the HCPS evaluation tool must include space for dialogue or feedback between

the evaluator and the support staff employee. The tools examined show that 100% of surrounding

districts provide multiple text boxes and designated spaces for uploads/artifact support. Artifacts

may further emphasize an employee's performance related to specific job standards. The text

boxes in neighboring districts are under each standard by which support staff members are

evaluated. This allows the evaluator to share specific details based on the specific standard and

its accompanying indicators. Providing written or oral communication that is accurate, effective,

and/or timely is supported by the characteristics of feedback. HCPS needs to incorporate room

for conversation around what an employee has mastered as well as areas for growth. This would be remedied by conducting more than one meeting, as aforementioned, and/or modifying the evaluation tool to include both evaluator and employee input. Stronge & Helm (1992) posit that the evaluation must include a candid conversation between the evaluator and employee (which is the final step of Stronge and Helm's (1992) Six-Step Evaluation Process), with a focus on how their performance aligns with the standards and how to improve. Including text boxes, or space for anecdotal information (ie. artifacts, written praise, or reprimand) would address accuracy, transparency, and feedback.

Dyer (2001) and Lattal (2014) describe feedback as the process of providing employees with essential information regarding their performance, behavior, or actions. For feedback, support staff should be able to effectively communicate both orally and in writing. It is important to note that feedback for RQ3 pertains to how an employee should respond to feedback. Additionally, they should be able to have constructive dialogue with others, including evaluators/supervisors, and formal or informal meetings with others. District A may describe its feedback as an employee being able to discuss "assignments and problems with supervisor" or listen to and accept instruction. District B is more direct. It suggests that employees respond "positively to feedback" and accept "constructive criticism of performance." Districts C and D use similar phrases to include "responds well to supervisory personnel," and "accepts feedback and learns from mistakes and successes" respectively. Though each of the four neighboring districts may view the concept of feedback differently, they have all incorporated it into their evaluation tools. As shared earlier, each district also includes some employee expectations for proper, adequate, and/or professional communication, both orally and in writing. The team has inferred that there must be some formal or informal meetings, as that is when it could be noted

that a member of the support staff responds well to supervision or responds positively to feedback. These meetings may not last long or be formal, but they would have to occur to be used in an evaluation.

Comparatively, HCPS includes an expectation of employee communication (tactful and positive) on its evaluations, but none of the other component indicators are embedded. HCPS has no indicators to suggest there are additional meetings beyond the summative evaluation

Chapter 4 Summary

While the HCPS evaluation tool has some elements of the CEC, the inconsistencies in its design make the current evaluation process fallible. The team's analysis of open-ended responses highlighted that both support staff and evaluators prioritize all components of the CEC in an evaluation, but the degree of importance each group places on these components varies.

The neighboring districts have tools that demonstrate a greater commitment to and alignment with accuracy, transparency, equity, and feedback. In the HCPS evaluation tool, improvements include establishing consistent standards and performance indicators tailored to the support staff's roles, a rubric that explains the rating scale, and text boxes to ensure evaluators and support staff have the opportunity to provide targeted feedback. When the organizational needs are identified, the job responsibilities, performance indicators, and standards can be determined and communicated to the employee (Stronge & Helm, 1992). The supervisor can then document the employee's performance using the standards and indicators to evaluate thoughtfully. The evaluation process ends with a conversation between the employee and supervisor which should be candid, focused on differences between performance and standards, as well as related to areas of improvement or new objectives (Stronge & Helm, 1992). Each organizational level: people, process, and management were considered throughout the findings.

Chapter 5: Recommendations

This chapter provides HCPS with actionable recommendations to improve its current evaluation system. The team made recommendations based on the findings, as they relate to the organizational levels of people, process, and management (see Table 12). Each recommendation consists of a rationale based on literature and methods, steps for implementation, and ways the recommendation could benefit HCPS. This chapter concludes with implications for advancing the literature on support staff evaluation systems.

Table 12

Recommendations for HCPS leadership

People	Process	Management
1. Train support staff evaluators	3. Suggested Evaluation Process	5. Revise Policy Regarding Evaluation and Compensation
2. Use Strategic Feedback to Empower Support Staff Employees	4. Institute Team-Created Evaluation Tool	6. Foster Organizational Coherence

Note. This table outlines the recommended steps by the team for HCPS to fully implement the new evaluation toolkit while considering people, processes, and management.

People-Centered Recommendations

People encompass the most substantial organizational level in HCPS. As a result, subjectivity is present. The team's recommendations seek to mitigate any subjectivity while also empowering support staff. The team's people-centered recommendations are: 1. Train Support Staff Evaluators and 2. Use Strategic Feedback to Empower Support Staff.

Recommendation 1: Train Support Staff Evaluators

The team recommends that HCPS train evaluators on how to conduct evaluations with fidelity. The findings from the survey determined evaluators need training on how to consistently evaluate support staff employees to minimize bias. Any number of employers' biases can impact equity in an evaluation (Fenech, Kanji, & Vargha, 2021; Rubin & Edwards, 2020). Issues of race, ethnicity, or gender have historically been at the forefront when speaking of equity issues, but stereotypes, including what position one believes an employee should have within an organization, can impact the accuracy of an evaluation (Dipboye, 1985). While the HCPS evaluation tool cannot be charged with changing the mindsets of individuals, its design and implementation can proactively work to decrease the possibility of inequitable evaluations for its employees. Training for evaluators creates trust in the process (Yamazaki & Yoon, 2015). Further, the training they receive to have a collective understanding of what is appropriate and accurate for the organization's evaluations diminishes the likelihood of bias and subjectivity in the evaluation process (Ng, Koh, et al., 2011; Fenech, Kanji, & Vargha, 2021).

To minimize bias, mitigate subjectivity, and promote equity, HCPS should take the following steps: First, the school division must align job expectations with performance standards, indicators, and rubrics for all positions. Second, HCPS must then devise a simple protocol to identify evaluator "look-fors" based on the support staff they will evaluate. This protocol would be structured around the indicators for each position. Third, HCPS should create a training module that specifies the organization's expectations for the evaluation process. Lastly, they should ensure that all evaluators complete the training with fidelity.

Providing training for evaluators will put them and support staff employees in a position to have effective and more equitable evaluations. To understand the benefits of training

evaluators, consider the following analogy: A contractor is hired to review the progress of the new construction of a house. This contractor is supposed to review all aspects of the construction. Unfortunately, the contractor is to inspect the work of a carpenter but has a poor and limited understanding of measurement. Not only would the judgment of whomever hired the contractor be called into question, but the carpenter would also question the verity of the contractor's inspection. The same concept is applicable in HCPS. If employees feel or believe that evaluations are not fair, the evaluation system's success is jeopardized (Rubin & Edwards, 2020).

Aligning standards and indicators with performance evaluations indicates coherence and benefits both the support staff employee and evaluator. Clarifying expectations for evaluators and support staff can eliminate the confusion respondents alluded to in their open-ended survey responses. Removing subjective and unclear language from remaining evaluation tools (i.e. "loyalty," "sensitivity," and "educational values" among others) can also improve transparency and accuracy in the evaluation process. More importantly, new iterations of the evaluation tool and training for the evaluators make it more likely that staff receive fair and honest evaluations, which increases feedback and equity in the evaluation process (Castilla, 2016). Overall, training evaluators fosters fidelity to the evaluation process and aligns with Goals 2, 3, and 4 of *The HCPS Comprehensive Plan 2029* (Hanover County Public Schools, 2023).

Recommendation 2: Use Strategic Feedback to Empower Support Staff Employees

The team recommends that HCPS empower support staff by making them an equal participant in their evaluation process. The open-ended survey responses from both support staff employees and evaluators indicated the need for a more thoughtful and collaborative tool, one that empowers support staff through engagement. Rubin & Edwards (2018) posit that when

employees are involved in the evaluation process, they will have a better understanding of evaluative outcomes.

To use strategic feedback to empower support staff employees, HCPS must incorporate utilizing strategic feedback forms (see Appendix D) during evaluations so that employees can actively engage in evaluator meetings as equal participants. The first form is a Self-Assessment Questionnaire. The questionnaire allows support staff to reflect on their performance, strengths, and areas for improvement before meeting with their evaluator. The second form is a Discussion Guide, which provides prompts and questions to facilitate productive dialogue during meetings. The last is the Observable Feedback Mechanisms form, which allows support staff employees to gather input from colleagues on their job performance.

The implementation of any of the forms could help the support staff in HCPS feel that they have a voice in how they are viewed by their evaluators and how they are evaluated. Empowering support staff employees is tied to building a thriving work culture. It becomes imperative, then, that support staff be able to provide the supporting details to their evaluations. By including support staff in the evaluative process, they will not feel like something is being imposed upon them. Additionally, their inclusion signals that HCPS places value in accepting diverse viewpoints and contributions during the evaluative process. Support staff, in effect, become the drivers of their successes and owners of their responsibilities. As a partner, they are more likely to work towards the goals as they are outlined in their job descriptions as well as the overarching goals of the organization. If the Strategic Feedback forms are encouraged by evaluators and used correctly, the forms could help to empower support staff and ensure equity, which correlates with Goals 2, 3, and 4 of *The HCPS Comprehensive Plan 2029* (Hanover County Public Schools, 2023).

Process-Centered Recommendations

The second organizational level to consider is process. Process, in the realm of

evaluations, are the actions associated with determining how evaluations are conducted. The

evaluation tool itself is the most integral resource of the process; as it dictates the entire

evaluation process for both the employee and evaluator. The team recommends that HCPS

institutes both the team-designed evaluation tool and the correlating process to provide an

evaluation system that is effective for both HCPS support staff employees and evaluators.

Recommendation 3: Suggested Evaluation Process

The team's research emphasizes that an effective evaluation process follows a consistent,

structured approach. The team recommends that HCPS use the sequential steps from Stronge and

Helm's (1992) Six-Step Evaluation Process: 1. Identify system needs, 2. Relate program

expectations to job responsibilities, 3. Select performance indicators, 4. Set Standards for Job

Performance, 5. Document job performance, and 6. Evaluate performance.

The team followed steps 1-4 of Stronge and Helm's (1992) Six-Step Evaluation Process

framework to create the new HCPS evaluation tool and support its implementation: 1. The team

identified the type of evaluation that HCPS aims to conduct (Identify system needs), 2. The team

designed the HCPS evaluation tool to include performance standards and clear indicators that are

specific to jobs and the requirements for them (Relate program expectations to job

responsibilities), 3. The team designed the HCPS evaluation tool to include a clearly defined

rubric by which it evaluates its employees (Select performance indicators), and 4. The

team-designed tool includes space for dialogue or feedback between the evaluator and the

support staff employee in the HCPS tools (Set standards for job performance). Next, HCPS must

follow Steps 5 and 6 of Stronge and Helm's (1992) Six-Step Evaluation Process framework to

implement the tool. Furthermore, the HCPS evaluators should document job performance and

evaluate job performance. These steps also correlate with the CEC: Step 1 to the CEC

component accuracy, Step 2 to equity and transparency, Step 3 to accuracy, transparency, and

feedback, Step 4 to equity, transparency, and feedback, Steps 5 and 6 to accuracy (see Table 13).

Along with utilizing the CEC and Stronge and Helm's (1992) Six-Step Evaluation

Process framework, the team recommends that HCPS use an electronic format to conduct their

support staff evaluations. The electronic format allows for disaggregating data, if necessary, for

evaluators or the county at large. It would also allow all evaluations to be safely stored and

readily accessible, directly impacting the level of equity and transparency of the evaluative

process. Using the electronic evaluation tool would also improve the feedback process, as the

form could potentially be sent to the employee directly after the evaluation is completed.

Table 13

Action Step Table for HCPS with Connection to the CEC and Six-Step Evaluation Process

Action Steps for HCPS	**Core Evaluation Components**	**Six-Step Evaluation Process (Stronge & Helm, 1992)**
1. Identify the type of evaluation that HCPS aims to conduct	Accuracy	Identify system needs
2. HCPS must include performance standards and clear indicators in its evaluation tool that are specific to jobs and the requirements for them	Equity / Transparency	Relate program expectations to job responsibilities
3. HCPS must include a clearly defined rubric by which it evaluates its employees	Accuracy / Transparency / Feedback	Select performance indicators
4. HCPS must include space for dialogue or feedback between the evaluator and the support staff employee in the HCPS tools	Equity / Transparency / Feedback	Set standards for job performance

Table 13 (Continued)

5. *The HCPS evaluator should document job performance (Stronge & Helm, 1992)	Accuracy	Document job performance
6. *The HCPS evaluator should evaluate job performance (Stronge & Helm, 1992)	Accuracy	Evaluate job performance

Note. This table shows the research that connects to each action step HCPS is recommended to complete to institute the new evaluation tool and process. The capstone team has completed steps 1-4. *Indicates steps HCPS will need to complete.

This evaluation process and tool prove effective because they encompass the vital components of the CEC and performance management, which is a systematic approach that emphasizes clarity and communication (i.e. Stronge and Helm's (1992) Six-Step Evaluation Process). The team-created evaluation tool and process aligns with Goals 2, 3, and 4 of *The HCPS Comprehensive Plan 2029* (Hanover County Public Schools, 2023). HCPS will benefit from this process and tool, as they will improve the overall effectiveness and equity of the support staff evaluation system and its alignment with district-wide goals.

Recommendation 4: Institute Team-Created Evaluation Tool

The findings suggest that there are many factors to consider in the construction of the new support staff evaluation tool. The team found that the current support staff evaluation tool does not support a standardized process, which compromises accuracy and equity. Both the qualitative document analysis and the open-ended responses from the survey underscore the need for an evaluation tool that encompasses the CEC: accuracy, transparency, equity, and feedback. This means that, according to the team's analysis, the evaluation tool should: be directly aligned

with job descriptions, provide a space for employees and their colleagues to provide input, promote clear communication, have rubrics and indicators, require training for evaluators, and encompass other characteristics associated with the CEC.

The team-created evaluation tool was developed specifically for HCPS support staff employees and evaluators, as depicted in Figure 7. The tool enables support staff employees to review and understand all job-specific standards and indicators as they relate to their role in HCPS. Support staff employees can provide commentary or details regarding the evaluation results in the designated comments section in the tool itself. The tool requires the evaluator to complete the evaluation based on standards and indicators to maintain accuracy and equity. Evaluators must also determine job performance based on the corresponding rating scale and rubric to ensure objectivity. The evaluation tool is a form that was created by the team for eight Figure 7individual HCPS job categories (see Appendix H).

Management-Centered Recommendations

Management is the third organizational level that determines the implementation and sustainability of the HCPS support staff evaluation toolkit. Management entails the application of an initiative within a system and goes beyond individual people and process. Evaluation and compensation policy and organizational coherence are relevant facets of management. The team recommends that HCPS revise policy regarding evaluation and compensation and foster organizational coherence.

Recommendation 5: Revise Policy Regarding Evaluation and Compensation

Current policy, specifically regarding classified employee evaluation, states the goal of evaluations is focused on improving "job performance and to serve as a basis for merit salary

Figure 7

Evaluation Tool: Process According to Evaluator or Support Staff Employee
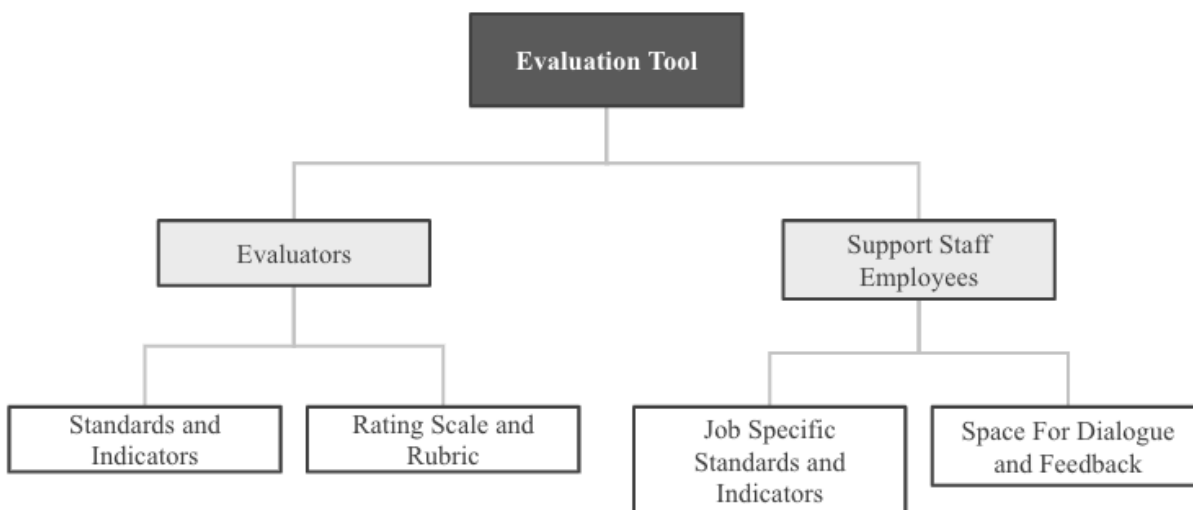
Note. The team-created evaluation tool breakdown of process per evaluator and support staff employee.

increases" (Policy Manual, n.d.). However, open-ended survey responses illustrated that it is unclear how current evaluations are tied to compensation changes. In addition, findings from the qualitative document analysis indicate a need for clearer guidelines on the link between job performance and compensation.

The team recommends HCPS revise its current support staff evaluation policy to clearly explain how job performance will be measured to serve as a basis for salary or hourly rate increases–or to eliminate the policy verbiage if evaluations are not intended to be connected to salary increases. The survey results show that this lack of transparency is causing confusion and dissatisfaction among support staff employees, as well as putting evaluators in situations that exacerbate power dynamics present in the hierarchical management system. This is especially relevant since evaluators do not have direct control of raise percentages, salary increases, or uniform pay rates.

The next step in achieving clarity surrounding the correlation between evaluation ratings and compensation is to remove the current verbiage regarding salary increases found in current HCPS evaluation forms (see Appendix B). Checklist statements such as: "Recommended for salary increase," "Not Recommended for a salary increase," "Recommended for a pay increase," or "Receives normal pay increase" are unclear. Next, delineate the evaluation and compensation processes by outlining how they correlate and work in tandem with each other. In addition, not all support staff positions are salary-based; some are compensated hourly. It is recommended that HCPS management devise clear guidelines and metrics linking job performance to compensation. Both salary and hourly rate increases must be addressed and presented in the revised policy. In the team-created evaluation tool (see Appendix E), salary implications were not included.

Outlining the correlation between job performance and compensation as an official policy will benefit HCPS by increasing transparency as well as fostering an organizational culture of fairness. These actions will directly address the risk of inequity in the management of the support staff evaluation system in HCPS. Employees will understand how their job performance impacts their compensation, furthermore, evaluators will be able to communicate the metrics of the salary/ pay increase. Having a set metric or scale for salary/ pay increases will elevate the questioning and remove the subjectivity. Revising the policy could also improve employee morale, motivation, and overall performance or productivity. Revising policy coincides with Goal 3 of *The HCPS Comprehensive Plan 2029* (Hanover County Public Schools, 2023).

Recommendation 6: Foster Organizational Coherence

The team recommends that HCPS HR fosters organizational coherence by enlisting the assistance of leaders within various departments to effectively manage the new support staff

evaluation toolkit initiative. Research indicates that sustainable new initiatives require organizational coherence; prompting strong leadership (Gilley, et al., 2008). Strong leadership plays a pivotal role in fostering organizational coherence; leaders drive the change process, communicate the "why" to stakeholders, and develop strategies to facilitate its adoption within the organizational culture.

Organizational coherence is crucial for ensuring alignment within the management of school districts. Intentional steps are required to achieve organizational coherence. First, HCPS HR needs to identify leaders within various departments that support the implementation of the new support staff evaluation toolkit. Then individual leaders can broadcast the benefits of the changes and create buy-in among support staff employees and evaluators. Next, leaders must oversee the successful implementation of the new evaluation toolkit within HCPS's organizational culture (see Table 12). Finally, HCPS HR must continually manage the implementation, gather feedback, and make adjustments to the initiative as needed.

Organizational coherence is fundamental to the success of new initiatives within a system. For the new support staff evaluation toolkit to be successfully implemented throughout the district, the tool must be enacted as a uniform practice by HR. There must also be buy-in from both the support staff employee and evaluator. Promoting organizational coherence can directly benefit HCPS, as it pertains to Goal 3 of the *HCPS Comprehensive Plan 2029* (Hanover County Public Schools, 2023). Establishing alignment with HCPS will help the partner ensure a smooth transition between the usage of the previous evaluation forms to the new evaluation toolkit.

Advancing Literature on Support Staff Evaluations

Although this capstone was an organizational improvement effort directed to a specific partner and context, the need for a comprehensive and equitable evaluation process for support staff is not limited solely to HCPS or even to the K-12 educational sector. Given the limited research available on support staff evaluations in K-12 educational settings, the team recognizes that this work may contribute to the advancement of literature on this subject and to additional explorations for improvement. The DIP provides practical recommendations for improving support staff evaluations that may also inform other employee evaluative processes. While this DIP was not produced with the purpose of contributing to generalizable knowledge about this topic, its emphasis on the importance of: training evaluators; utilizing strategic feedback mechanisms; following a systematic evaluation process; and using a framework of accuracy, transparency, equity, and feedback in considering evaluation tool revisions may offer helpful considerations for organizations as well as the partner organization.

Conclusion

HCPS recognized the need to update its support staff evaluation system. However, HCPS was unable to undertake the task due to limited time and post-pandemic challenges. The team began the DIP to support this effort. The team utilized improvement science tools such as Root Cause Analysis, Fishbone Diagramming, and The Five Whys protocol to confirm the POP to comprehend the HCPS RFA fully. The team conducted empathy interviews with current HCPS employees and analyzed documents such as *The HCPS Comprehensive Plan 2029* and the Current Evaluation Forms to gain insight into HCPS's current employee evaluation practices. The team determined the POP was based on people, processes, and management and used their findings to develop the TOI.

Next, the team searched the literature to answer the following questions: What is an evaluation system, and what makes a practical staff/employee evaluation system? How does an evaluation system promote feedback, improvement, and equity? How should organizations design and implement a new initiative, such as an evaluation system? The team confirmed that an evaluation system is a tool to make organizational decisions by documenting an employee's job performance. The team explored the literature and organically discovered that an effective evaluation includes accuracy, equity, feedback, and transparency which initiated the creation of the CEC, a framework that encompasses the five effective components of an evaluation. The CEC framework ensured the data analysis was centered around these critical components.

After identifying the POP and reviewing the literature, the team created three research questions: 1. What are the opinions of HCPS support staff regarding potential components of the updated evaluation tool? How and in what ways do these opinions differ between support staff employees and support staff evaluators? 2.: What is absent from the existing HCPS support staff evaluation process or tool? 3. What changes need to be made to the current HCPS support staff evaluation system to create an evaluation system that institutes research-based best practices? The team agreed that the research questions would be best answered using two methods: a survey and a qualitative document analysis.

The survey collected open-ended responses from HCPS support staff and evaluators. The other method used was a qualitative document analysis; where neighboring districts' evaluation tools were compared to and with the current HCPS evaluation tool. The qualitative document analysis purpose was to find out what neighboring districts included in their support staff evaluation system and identify what was absent in HCPS, as well as what changes need to be made for a new evaluation toolkit. The CEC was used in both method analyses as a coding

framework to organize the team's findings. The recommendations were a culmination of the literature and team findings. HCPS received six recommendations, categorized within the organizational levels of people, processes, and management:

1. Train support staff evaluators

2. Use strategic feedback to empower support staff employees

3. Suggested evaluation process

4. Institute the team-created evaluation tool

5. Revise policy regarding evaluation and compensation

6. Foster organizational coherence

Based on the scope of work and time constraints, the team could not update the support staff evaluation system as a whole but provided HCPS with an evaluation toolkit that included team-created evaluation tool(s), strategic feedback documents, and an executive summary outlining research-based best practices and recommendations.

Each resource of the team-created evaluation toolkit is grounded in research-based best practices. The team's goal is to drive positive organizational change within HCPS by promoting professional growth by emphasizing accuracy, transparency, equity, and feedback within the different resources of the evaluation toolkit. The team believes that the recommendations and tools will enable HCPS to empower support staff throughout the evaluation process.

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Appendix A

Initial Request for Assistance from Hanover County Public Schools

Hanover County Public Schools (HCPS-EmployeeEvalSystem)

Hanover County Public Schools (HCPS) is an award-winning school division that serves approximately 17,000 students in Pre-K–12 across 26 schools. These include 15 elementary, four middle, and four high schools, as well as one trade and technology, one K–12 online school, and one alternative education school. Ten of our schools have earned Blue Ribbon School of Excellence awards. HCPS is the 15th largest of the 132 school divisions in Virginia.

The division's current support employee evaluation process is subjective and not tied to objectives for the employees' department/division. Currently, managers are grading employees on a 1-5 scale and tend to not provide any direct feedback; this is not supportive of facilitating dialogue and professional growth conversations for support staff. In addition, our support employee evaluation process is admittedly archaic. We are looking for guidance on how to completely redesign the process. Currently all support evaluations are done by paper. While we are open to continuing paper, we are also very open to an electronic process. Comparing what our neighboring/peer school divisions and the county government do would help inform a new process going forward.

Appendix B

HANOVER COUNTY PUBLIC SCHOOLS
Evaluator's Rating of Athletic/Activities Director's Job Performance Criteria

Evaluatee _____   Grade _____   Step _____

Title _____   Evaluator _____

Evaluation Year _____   Reviewer _____

DIRECTIONS:
Assess the evaluatee's achievement in each of the general areas listed below. An assessment of 5 is high. An assessment of 1 is low.

	Degree of Achievement				
	1	2	3	4	5
I. CHARACTERISTICS AFFECTING JOB PERFORMANCE					
A. Leadership					
B. Educational Values					
C. Accountability					
D. Knowledge					
E. Organizational Ability					
F. Personal Motivation					
G. Problem Analysis					
H. Initiative					
I. Follow-Through					
J. Decisiveness					
K. Communication					
L. Oral Communication					
M. Written Communication					
N. Sensitivity					
O. Temperament					
P. Stress Tolerance					
Q. Loyalty					
R. Dependability					
S. Judgement					
T. Innovation					
II. JOB PERFORMANCE CRITERIA					
A. Maintains an atmosphere of mutual respect and courtesy in the school.					
B. Focuses the scope of the school day on teaching and learning					
C. Monitors instruction and evaluates its quality					
D. Prepares and follows a biennial school plan, which is consistent with the division-wide Long-Range Plan and which is approved by the superintendent.					
E. Uses the resources of the community and involves parents and citizens in strengthening the school program					
F. Develops and maintains a handbook of policies and procedures					
G. Develops guidelines for rewarding students' academic achievements					
H. Practices sound financial business and facilities management					
I. Demonstrates continuous effective professional development					

III. Write a statement of the evaluatee's general performance of his/her job responsibilities as described in the job description.

2

IV. List any general or specific areas in which improvement is needed.

_____ Not Effective   Termination of current position will be recommended.

_____ Marginally Effective   A second marginal recommendation will be grounds for termination of current position.

_____ Effective   Recommended for reappointment. Receives normal pay increase.

_____ Very Effective   Recommended for reappointment. Receives normal pay increase.

_____ Exemplary Performance Recommended for reappointment. Receives normal pay increase.

Signature of Evaluatee	Date

Signature of Evaluator	Date

Signature of Reviewer	Date

Figure B1. Athletic/Activities Director's Job Performance Criteria

1

HANOVER COUNTY PUBLIC SCHOOLS
Central Office Personnel Evaluation and Rating Form

Evaluatee _____   Grade _____   Step _____

Title _____   Evaluator _____

Evaluation Year _____   Reviewer _____

DIRECTIONS:

Assess the evaluatee's achievement in each of the general areas listed below. An assessment of 5 is high and 1 is low.

	Degree of Achievement					
	5	4	3	2	1	N/A
I. CHARACTERISTICS WHICH AFFECT JOB PERFORMANCE						
A. Leadership						
B. Educational Values						
C. Accountability						
D. Knowledge						
E. Organizational Ability						
F. Personal Motivation						
G. Problem Analysis						
H. Initiative						
I. Follow-Through						
J. Decisiveness						
K. Communication						
L. Oral Communication						
M. Written Communication						
N. Sensitivity						
O. Temperament						
P. Stress Tolerance						
Q. Loyalty						
R. Dependability						
S. Judgment						
T. Innovation						
II. JOB PERFORMANCE CRITERIA						
A. Planning, Coordinating, Evaluating						
B. Personnel and General Administration						
C. School and Community Relations						
D. Financial and Business Management						
E. Professional Growth						

III. Write a statement of the evaluatee's performance as described in his/her job description. _____

IV. List any general or specific areas in which improvement is needed. _____

V. Summative evaluation and evaluator's recommendation:

_____ Not Effective   Termination of current position will be recommended.

_____ Marginally Effective

A second marginal recommendation will be grounds for termination of current position. Pay is frozen.

_____ Effective

Recommended for reappointment. Receives normal pay increase.

2

_____ Very Effective

                                Recommended for reappointment. Receives normal pay.

_____ Exemplary Performance

                                Recommendation for reappointment. Receives normal pay increase.

Signature of Evaluatee	Date
Signature of Evaluator	Date
Signature of Reviewer	Date

Figure B2. Central Office Personnel Evaluation and Rating Form

1

Hanover County Public Schools
Bus/Car Driver Transportation Evaluation Form

EMPLOYEE'S LEGAL NAME: _____

CORRIDOR: _____

ASSIGNED SCHOOL: _____

EVALUATION YEAR: _____

WORK ASSIGNMENT	
Bus	
Car	

DIRECTIONS: Assess the employee in each of the areas below.

GENERAL AREAS	Exceeds Expectations	Meets Expectations	Needs Improvement
Communication (Communicates effectively with courtesy and tact)			
Responsible, Uses Sound Judgment			
Maintains appropriate work attire			
Attendance (Regular and punctual)			

PERFORMANCE OF DUTIES:	Exceeds Expectations	Meets Expectations	Needs Improvement
Acts in a professional, polite and congenial manner			
Exhibits unbiased attitude toward all students			
Attends required in-service meetings and training classes			
Mitigates preventable crashes and incidents			
Reports all crashes and incidents			
Demonstrates safe and defensive driving skills			
Follows written and verbal directions			
Follows two-way radio procedures			
Cooperates and communicates with system personnel			
Cooperates and communicates with co-workers			
Maintains cleanliness of interior of vehicle			
Maintains daily schedule (Starts run on time - am and pm)			
Meets required maintenance appointments			
Maintains discipline and reports issues to appropriate personnel			
Communicates positively with students and parents			
Submits accurate and neat reports promptly			
Appropriate use and maintenance of county issued equipment			
Respects authority and works cooperatively with administration			
Displays a strong willingness to provide quality service and care			

EVALUATION SUMMARY: _____

_____

_____

_____

_____ Recommended for appointment   _____ Not recommended for reappointment

_____ Recommended for salary increase   _____ Not recommended for salary increase

Evaluated By: _____   _____

                          Name / Title   Date

Reviewed By: _____   _____

                          Name / Title   Date

Employee's Signature: _____   **DATE:** _____

Signature of the employee does not imply agreement with the evaluation but indicates that the employee has reviewed and understood the evaluation.

Figure B3. Bus/Car Driver Transportation Evaluation Form

1

HANOVER COUNTY PUBLIC SCHOOLS
Classified Employees Evaluation (General)

Employee's Name _____
School/Office _____   Evaluator _____

Evaluation Year _____   Reviewer _____

DIRECTIONS:
Assess the employee in each of the areas listed below.

GENERAL AREAS		Exceeds Expectations	Meets Expectations	Needs Improvement
A. Knowledge (Possesses the knowledge and skills to perform assigned duties)				
B. Time Management (Performs job duties efficiently and within deadlines)				
C. Organization (Displays competence in organizing work)				
D. Initiative (Is a self-starter)				
E. Follow-through (Carries out what is started)				
F. Communication (Communicates effectively with courtesy and tact)				
G. Temperament (Acts in a professional, polite and congenial manner)				
H. Cooperation (Ability to work well with others)				
I. Attendance (Regular and punctual)				
J. Dependability (Can be counted on)				
K. Accountability (Is responsible for own actions)				
L. Judgment (Makes good decisions)				
M. Professional Development (Regularly attends staff development and scheduled meetings				
O. Customer Service (Responsiveness, timeliness, efficiency and effectiveness as related to job functions)				
P. Maintains appropriate work attire				

II. Evaluation Summary:

III. List any general or specific areas in which improvement is needed.

_____ Recommended for appointment   _____ Not recommended for reappointment
_____ Recommended for salary increase   _____ Not recommended for salary increase

Signature of Evaluator _____   Date _____

Signature of Employee _____   Date _____

Signature of Reviewer _____   Date _____

Copies: Original - Personnel File   1st Copy -- E   2nd Copy -- Reviewer   3rd Copy -- Employee
Signature of the employee does not imply agreement with the evaluation but indicates that the employee has reviewed and understood the evaluation.

Figure B4. Classified Employees Evaluation (General)

Hanover County Public Schools
Food Service Evaluation Form

EMPLOYEE'S NAME: _____

ASSIGNED SCHOOL: _____

EVALUATION YEAR: _____

WORK ASSIGNMENT	
Manager	
Asst. Manager	
Food Service Asst.	

DIRECTIONS: Assess the employee in each of the areas below.

GENERAL AREAS	Exceeds Expectations	Meets Expectations	Needs Improvement
Communication(Communicates effectively with courtesy and tact)			
Dependable (Can be counted on)			
Responsible, Uses Sound Judgment			
Maintains appropriate work attire			
Attendance (Regular and punctual)			

PERFORMANCE OF DUTIES:	Exceeds Expectations	Meets Expectations	Needs Improvement
Follows good sanitation practices; leaves work area neat & clean			
Satisfactory speed for assignments given			
Completes assignments in an organized and efficient manner			
Has adequate knowledge of food production principles			
Willingly works as part of a team, helping others as needed			
Is accurate and efficient on POS system (cash register)			
Cooperates with co-workers and system personnel			
Willingly accepts new assignments and learns new job skills			
Customer Service (Responsiveness, timeliness, efficiency and effectiveness as related to job functions)			
Follows instructions of supervisor without excessive follow up			
Managers Only			
Uses appropriate management techniques to deal with staff performance and attendance issues.			
Effectively trains new staff members			
Uses effective merchandising techniques			
Controls operational costs and inventory at acceptable levels			
Stimulates two-way flow of communication with supervisors			
Submits reports and forms efficiently and within deadlines			
Respects authority and works cooperatively with administration			

Evaluation Summary: _____

_____

List any general or specific areas in which improvement is needed: _____

_____

_____ Recommended for appointment   _____ Not recommended for reappointment

_____ Recommended for salary increase   _____ Not recommended for salary increase

Evaluated By: _____   _____
                            Name / Title   Date

Reviewed By: _____   _____
                            Name / Title   Date

Employee's Signature: _____   **DATE:** _____

Signature of the employee does not imply agreement with the evaluation but indicates that the employee has reviewed and understood the evaluation.

Figure B5. Food Service Evaluation Form

Hanover County Public Schools
Office Support Staff Evaluation Form

Name	_____	Level	_____
School/Office	_____	Evaluator	_____
Evaluation Year	_____	Reviewer	_____

DIRECTIONS: Assess the employee in each of the areas listed below.

I. GENERAL AREAS	Exceeds Expectations	Meets Expectations	Needs Improvement	N/A
A. Knowledge (Possesses the knowledge and skills to perform assigned duties)				
B. Time Management (Performs job duties efficiently and within deadlines)				
C. Organization (Displays competence in organizing work)				
D. Initiative (Is a self-starter)				
E. Follow-through (Carries out what is started)				
F. Temperament (Acts in a professional, polite and congenial manner)				
G. Cooperation (Ability to work well with others)				
H. Attendance (Regular and punctual)				
I. Dependability (Can be counted on)				
J. Accountability (Is responsible for own actions)				
K. Judgment (Makes good decisions)				
L. Professional Development (Regularly attends staff development and scheduled meetings)				
M. Customer Service (Responsiveness, timeliness, efficiency and effectiveness as related to job functions)				
N. Maintains appropriate work attire				

II. SKILLS	Exceeds Expectations	Meets Expectations	Needs Improvement	N/A
A. Word Processing/Computer/Typing Skills (Completes work accurately and in a timely manner)				
B. Filing				
C. Bookkeeping/Accounting Skills				
D. Knowledge of Job (demonstrates ability to receive and disseminate information properly)				
E. Telephone Etiquette (Maintains professional demeanor)				
F. Knowledge and Use of Equipment and Materials				
G. Oral Communication (Courtesy and Tact)				
H. Written Communication				
I. Uses discretion in matters of confidentiality				

III. OTHER AREAS OF PERFORMANCE (SPECIFY)

A.

B.

C.

IV. Evaluation Summary

V. List any general or specific areas in which improvement is needed.

_____ Recommended for appointment   _____ Not recommended for reappointment

_____ Recommended for salary increase   _____ Not recommended for salary increase

Signature of Evaluator _____   Date _____

Signature of Employee _____   Date _____

2

Signature of Reviewer _____ Date _____

Copies: Original -- Personnel File   1st Copy-- Evaluator   2nd Copy-- Reviewer   3rd Copy-- Employee
Signature of the employee does not imply agreement with the evaluation but indicates that the employee has reviewed and understood the evaluation.

Figure B6. Office Support Staff Evaluation Form

Hanover County Public Schools
Traffic Guard Transportation Evaluation Form

WORK ASSIGNMENT	
Traffic Guard	**x**

EMPLOYEE'S LEGAL NAME: _____

CORRIDOR: _____

ASSIGNED SCHOOL: _____

EVALUATION YEAR: _____

DIRECTIONS: Assess the employee in each of the areas below.

GENERAL AREAS	Exceeds Expectations	Meets Expectations	Needs Improvement
Communication (Communicates effectively with courtesy and tact)			
Responsible, Uses Sound Judgment			
Maintains appropriate work attire			
Attendance (Regular and punctual)			

PERFORMANCE OF DUTIES:	Exceeds Expectations	Meets Expectations	Needs Improvement
Acts in a professional, polite and congenial manner			
Attends required in-service meetings and training classes			
Mitigates causing preventable crashes and incidents			
Demonstrates safe and defensive skills while directing traffic			
Follows written and verbal directions			
Cooperates and communicates with system personnel			
Cooperates and communicates with co-workers			
Maintains daily schedule (Starts on time - am and pm)			
Reports issues to appropriate personnel			
Communicates positively with students and parents			
Submits accurate and neat reports promptly			
Appropriate use and maintenance of county issued equipment			
Respects authority and works cooperatively with administration			
Displays a strong willingness to provide quality service and care			

EVALUATION SUMMARY: _____

_____ Recommended for appointment   _____ Not recommended for reappointment

_____ Recommended for salary increase   _____ Not recommended for salary increase

Evaluated By: _____   _____

                                    Name / Title   Date

Reviewed By: _____   _____

                                    Name / Title   Date

Employee's Signature: _____   **DATE:** _____
Signature of the employee does not imply agreement with the evaluation but indicates that the employee has reviewed and understood the evaluation.

Figure B7. Traffic Guard Transportation Evaluation Form

Hanover County Public Schools
Transportation Attendant Evaluation Form

WORK ASSIGNMENT	
Attendant	x

EMPLOYEE'S LEGAL NAME: _____

CORRIDOR: _____

ASSIGNED SCHOOL: _____

EVALUATION YEAR: _____

DIRECTIONS: Assess the employee in each of the areas below.

GENERAL AREAS	Exceeds Expectations	Meets Expectations	Needs Improvement
Communication (Communicates effectively with courtesy and tact)			
Responsible, Uses Sound Judgment			
Maintains appropriate work attire			
Attendance (Regular and punctual)			

PERFORMANCE OF DUTIES:	Exceeds Expectations	Meets Expectations	Needs Improvement
Acts in a professional, polite and congenial manner			
Exhibits unbiased attitude toward all students			
Attends required in-service meetings and training classes			
Follows written and verbal directions			
Follows two way radio procedures			
Cooperates and communicates with system personnel			
Cooperates and communicates with coworkers			
Maintains cleanliness of interior of vehicle			
Maintains daily schedule (Starts run on time - am and pm)			
Maintains discipline and reports issues to appropriate personnel			
Communicates positively with students and parents			
Submits accurate and neat reports promptly			
Appropriate use and maintenance of county issued equipment			
Respects authority and works cooperatively with administration			
Displays a strong willingness to provide quality service and care			

EVALUATION SUMMARY: _____

_____

_____

_____

_____ Recommended for appointment   _____ Not recommended for reappointment

_____ Recommended for salary increase   _____ Not recommended for salary increase

Evaluated By: _____   _____
                     Name / Title   Date

Reviewed By: _____   _____
                     Name / Title   Date

Employee's Signature: _____   **DATE:** _____
Signature of the employee does not imply agreement with the evaluation but indicates that the employee has reviewed and understood the evaluation.

Figure B8. Transportation Attendant Evaluation Form

Appendix C

Support Staff Evaluation Survey

Support Staff Evaluation HCPS 2023

Hello HCPS Employees,

Our VCU doctoral capstone team is partnering with the HCPS Human Resources Department to propose a new support staff evaluation system. The purpose of an evaluation is to provide feedback to individuals about how well they do their job and to discuss areas for professional growth. We are working to create an evaluation system that satisfies those objectives.

Your participation in this survey will help our team gain insight into what you believe works well in the current system in HCPS and what may need to be changed or updated in order to make the evaluation process more meaningful to you. And because our evaluation system will be designed with you in mind, we need your input.

Please take a few minutes to complete our survey linked below. The survey should take approximately 5 minutes.

Your feedback is *crucial* to the success of the evaluation system, and we guarantee your responses will remain confidential.

If you have any questions regarding the survey, please contact Sarah Gagnon (meiersk@vcu.edu).

Thank you for your participation.

Sincerely,
Sarah Gagnon, Cecily Gardner, Blake Roberts, Erin Schwartz, and Candace Wilkerson

Questions for support staff and evaluators:

1. Where do you work within HCPS?
   - ☐ Administrative Assistant/Office Assistant (Registrar, Bookkeeper, Attendance, Counseling Secretary, Library Assistant)
   - ☐ Bus Driver/Car Driver/Transportation Attendant/Parking Lot Attendant
   - ☐ Food Service Attendant/Cafeteria Monitor/Cafeteria Manager
   - ☐ Custodial Services
   - ☐ Instructional Assistant
   - ☐ School Nurse
   - ☐ Maintenance
   - ☐ Technology Services
   - ☐ Other _____ -

2. How long have you been in this role?
   - ☐ Less than one year
   - ☐ 1-5 years
   - ☐ 6-9 years
   - ☐ 10+ years

3. What level of students do you serve? Check all that apply.
   - ☐ Elementary
   - ☐ Middle School
   - ☐ High School
   - ☐ No students, primarily adults

4. Please select the role that best describes you.
   - ☐ Support Staff Employee
   - ☐ Support Staff Evaluator (Director, Principal, Department Leader, Supervisor)

5. What do you like about the current evaluation system? Write your response.

_____

_____

_____

_____

_____

_____

6. What do you not like about the current evaluation system? Write your response.

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. What would you like to see changed or improved in the new evaluation system? Write your response.

_____

_____

_____

_____

Figure C1. Paper copy that will be distributed to HCPS. Paper copies were distributed in English, Arabic, Russian, and Spanish.

Appendix D

Self-Assessment Questionnaire

- The questionnaire allows support staff to reflect on their performance, strengths, and areas for improvement before meeting with their evaluator.
- The goal of this optional Self-Assessment Questionnaire is to help support staff prepare for discussions and identify topics to address during the meeting.

Standards (General)	Indicators	Rating Scale (Select One)
Time Management	Do I perform job duties efficiently and within deadlines, prioritize tasks effectively, manage workload, and adapt to changing priorities?	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
Rating Justification:		
Organization	Do I meet deadlines, prioritize tasks, follow processes, and pay attention to detail to meet job expectations?	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
Rating Justification:		
Communication	Do I actively listen, seek clarity when needed, seek or provide feedback, collaborate effectively, and adapt to various communication styles?	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
Rating Justification:		
Interpersonal Skills	Do I contribute as a team member, work to build relationships, resolve conflicts effectively, demonstrate flexibility due to changing circumstances, and problem-solve effectively?	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
Rating Justification:		
Professionalism	Do I act in accordance with district policies, meet ethical expectations of the position, attend job-related meetings or training, and seek to improve job performance?	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
Rating Justification:		

Standards (Job Specific)	Indicators	Rating Scale (Select One)
	Do I…	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
	Do I…	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
	Do I…	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement
	Do I…	☐ Exceed Expectations ☐ Meet Expectations ☐ Need Improvement

Figure D1. Self-Assessment Questionnaire

Discussion Guide

- This discussion guide provides prompts and questions to facilitate constructive dialogue during evaluation meetings.
- The goal of this optional Discussion Guide is to encourage open communication, active listening, and mutual understanding between support staff employees and evaluators.

Meeting Items	Prompts for Discussion	Notes
Opening Remarks/ Check-in	• *Hello, thank you for taking the time to meet with me to review my evaluation. I look forward to reviewing my progress and discussing ways I can continue growing in my position within HCPS.* • *What is the purpose of this meeting?*	
Review Job Expectations	• *How do you measure success in my role?* • *Can you explain the specific goals that are related to my job?*	
Feedback Exchange	• *What job performance have you observed?* • *Do you have any immediate concerns with my job performance?*	
Identification of Strengths and Areas for Improvement	• *What do you believe I am doing well?* • *What is an area you think I could still improve in?*	
Goal Setting	• *What are the key priorities for my job in the upcoming period?* • *Is there an area that I could challenge myself more in?* • *Should I set both short-term and long-term goals?*	
Action Plan and/or Resources Needed	• *Is there any training or professional development you believe I would benefit from?* • *Can we discuss potential opportunities for professional growth?* • *I need _____ to do my job more effectively. Are you able to help with that?*	
Next Steps/ Closing Remarks	• *Thank you again for meeting with me. I truly appreciate the opportunity to discuss my performance and set goals for improvement.* • *I would appreciate setting another meeting to check in on my progress.*	

Figure D2. Discussion Guide

Observable Feedback Mechanisms

- Establishing feedback mechanisms allows support staff employees to gather and collect input from colleagues who work closely with them and observe their job performance.

Employee:_____

Title: _____

Date:_____

Source:	Feedback:	Standard:
		☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)
		☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)
		☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)
		☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)

Figure D3. Observable Feedback Mechanisms

Additional Artifacts Organizer

- Incorporating artifacts into the evaluation process can provide valuable insights and evidence of job performance standards.

Employee:_____

Title: _____

Date:_____

Artifact: Acceptable items include - - -	Standard: The artifact reflects…	Job Performance Rationale: The following artifact speaks to my… The artifact proves…
	☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)	
	☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)	
	☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)	
	☐ Time Management ☐ Organization ☐ Communication ☐ Interpersonal Skills ☐ Professionalism ☐ Other (Job Specific)	

Artifact Organizer must be directly sent to evaluator (hardcopy or email)

Figure D4. Additional Artifacts Organizer

Appendix E

-This will be Section 1 of all evaluations.

General	
Standard	**Time Management, Organization**
Indicator	- Performs job duties efficiently and within deadlines - Prioritizes tasks effectively - Adapts to changing priorities - Uses available resources effectively - Plans and prioritizes work efficiently - Able to problem solve and change if needed
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

General	
Standard	**Communication**
Indicator	- Expresses ideas verbally and in writing - Actively listens and seeks clarity when needed - Seeks or provides feedback - Adapts to various communication styles - Maintains confidentiality
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

General	
Standard	**Interpersonal Skills**
Indicator	- Contributes to a positive work environment - Effectively resolves conflict - Respects diversity and different points of view - Responsible and accountable for actions
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

General	
Standard	**Professionalism**
Indicator	- Attends work regularly and on time - Acts in accordance with federal and state laws, school policies, and ethical guidelines - Attends job-related meetings or trainings - Seeks to improve job performance
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E1. General Evaluation Tool

Instructional Assistant - SPED	
Standard	**Instructional Responsibilities:**(*Performed with the supervision of a special education teacher.*)
Indicator	- Implements instructional strategies as designated by the classroom teacher as aligned with the student's Individualized Education Program (IEP) - Assists students in the completion of learning tasks assigned by the classroom teacher - Maintains students' records through data collection under the supervision of the classroom teacher - Assists with the carryover of related services i.e., OT, PT, Speech - Consistently supports implementation of accommodations and modifications determined by the IEP - Consistently supports implementation of Behavioral Intervention Plans (BIPs), and Positive Behavior Interventions and Supports (PBIS)
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Instructional Assistant - SPED	
Standard	**School/Classroom Duties:***(Performed with the supervision of a special education teacher.)*
Indicator	- Prepares the classroom for instruction and maintains its cleanliness and orderliness - Maintains a student-centered climate that promotes dignity and respect - Assists in maintaining appropriate classroom behavior and safety of students and staff - Assists in the physical movement of students from one learning environment to another - Assists in daily living activities including but not limited to toileting, feeding, and positioning the student and supports of other functional life skills - Assists with medical-related duties with assigned students as needed
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Instructional Assistant - SPED	
Standard	**Job-Specific Communication:**
Indicator	- Collaborates appropriately with special education teachers, general education teachers, and staff members that support student learning - Communicates students' needs and achievements clearly to special education teachers and related service providers.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E2. Instructional Assistant - SPED Evaluation Tool

Instructional Assistant - Elementary	
Standard	**Instructional Duties**
Indicator	- Assist teachers with instructional activities in reading, writing, mathematics, science, social studies, and other classes - Reinforces skills taught by the classroom teacher - Assists small groups of children in various subject areas under the classroom teacher's direction. - Assists the teacher in implementing daily and long-range lesson plans - Assists in the preparation and gathering of instructional materials
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comment	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comment	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Instructional Assistant - Elementary	
Standard	**School/Classroom Duties**
Indicator	- Assists children individually with social/emotional behaviors, including understanding and following directions and rules - Collects, records, and maintains data on students as directed by the teacher - Assists teachers in providing for the individual needs, abilities, and interests of the students - Prepares the classroom for instruction - Monitors students during class, off-site educational trips, lunch, recess, etc. - Assists students with personal hygiene including toileting as needed
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Instructional Assistant - Elementary	
Standard	**Job Specific Communication**
Indicator	- Communicates effectively with teachers, parents, students, and other support staff to meet student and classroom needs - Participates in meetings when directed
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E3. Instructional Assistant - Elementary Evaluation Tool

Food Service Assistant	
Standard	**Food Preparation and Serving**
Indicator	- Cooks and serves large quantities of food under sanitary regulations. - Follows recipes and portion control guidelines effectively - Sets up and replenishes food on serving lines and associated areas during meal serving times. - Ensures food availability for serving - Ensures all utensils, ingredients, and supplies are available for assigned work - Checks in and stores incoming food and supplies properly
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Food Service Assistant	
Standard	**Equipment and Area Sanitation / Cleanliness**
Indicator	- Washes and sanitizes equipment, utensils, work areas, ovens, and tables. - Load, operate, and unload institutional-size dishwashing machine - Sweep and mop floors of work, serving, and storage areas - Collect and place garbage and trash in designated containers
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Food Service Assistant	
Standard	**Customer Service and Cashier Duties**
Indicator	- Serves or performs cashier duties at the cafeteria steam-table line. - Provides customer service and handles cash effectively - Assists with set-up, preparation, and clean-up of special meals and banquets held outside of the school day
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Food Service Assistant	
Standard	**Cooperation and Working Relationships**
Indicator	● Establishes and maintains cooperative and effective working relationships with others. ● Works well with others as part of a team.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E4. Food Service Assistant Evaluation Tool

Custodian

Standard	**Cleaning Proficiency and Equipment and Supplies Management**
Indicator	- Performs routine and non-routine cleaning tasks in assigned areas effectively. - Uses prescribed chemicals and machines for cleaning according to established guidelines. - Maintains the proper cleaning, care, and storage of equipment and supplies. - Ensures that equipment and supplies are in good condition and ready for use. - Maintains resilient floor tile and carpet by following prescribed cleaning methods. - Refinishes or restores floor tile and cleans carpet as required. - Participates in detailed cleaning programs effectively.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Custodian	
Standard	**Project Work, Minor Maintenance, and Miscellaneous Requests**
Indicator	- Handles project work and promptly responds to miscellaneous faculty and staff requests. - Completes project work and miscellaneous requests successfully. - Responds to requests from faculty and staff promptly and efficiently. - Performs minor maintenance tasks effectively.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Custodian	
Standard	**Emergency Situations**
Indicator	- Responds to emergencies, such as snow or inclement weather, by reporting to the job site as required. - Follows established procedures during emergencies.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Custodian	
Standard	**Building Perimeter Maintenance**
Indicator	- Maintains the building perimeter by keeping walkways and driveways free from snow, ice, and debris. - Ensures the safety and cleanliness of the building perimeter.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Custodian	
Standard	**Communication, Understanding, and Cooperation**
Indicator	- Communicates effectively and understands information and directions - Presents information clearly and effectively to others. - Establishes and maintains cooperative and effective working relationships with others. - Works well with others in a team environment. - Handles special events outside of regular school hours as requested.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E5. Custodian Evaluation Tool

Cafeteria Monitor	
Standard	Interpersonal Skills and School Community Interaction
Indicator	- Greets and relates to all students, teachers, visitors, and school administrators in a polite and congenial manner. - Promotes a positive lunchroom environment for all students, staff, and guests. - Completes all job assignments in the most efficient and expedient manner possible. - Takes initiative in fulfilling responsibilities without excessive supervision by the principal. - Demonstrates teamwork and cooperation in daily tasks - Works cooperatively and productively with others in a fast-paced, customer service-oriented workplace.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Cafeteria Monitor	
Standard	**Student Interaction and Behavior Management**
Indicator	- Interacts with students appropriately, being fair, consistent, and professional. - Sets and enforces student behavior expectations at lunch effectively. - Maintains order and acceptable noise levels in the cafeteria and serving lines. - Assists with moving classes in and out of the cafeteria as scheduled. - Assists students with needs that may arise such as opening milk cartons and thermos bottles. - Assists with supervision of students during outdoor recess or activity time at lunch.
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Cafeteria Monitor	
Standard	**Cafeteria Climate and Record-Keeping**
Indicator	- Assists with tasks that contribute toward a neat and orderly cafeteria environment, such as wiping tables picking up trays, and silverware. - Helps students clean up spilled food and trash or similar tasks as needed - Maintains a record of arrival and departure times to and from the cafeteria of various classes as well as other data specified by the principal - Performs other duties as assigned by the school principal or designee - Follows written and oral instructions effectively - Demonstrates the ability to follow specific guidelines or instructions
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E6. Cafeteria Monitor Evaluation Tool

Bus Driver	
Standard	Driving Proficiency, Safety, Compliance
Indicator	- Maintains proficiency in driving skills - Performs daily pre-trip and post-trip inspections - Obeys all traffic laws and school bus regulations while operating the school bus - Transports authorized students and staff using Transportation Office's established schedules, routes, and bus stops - Follows school board procedures for the release of students - Enforces safety rules - Drives defensively under varying traffic conditions and inclement weather - Ensures the bus has sufficient fuel - Keeps the bus clean and free of debris following established clearing procedures - Conducts bus evacuation drills as required by division regulations
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Bus Driver	
Standard	**Documentation and Reporting**
Indicator	- Responsible for completing reports related to transportation - Documents student disciplinary incidents on discipline reports and submits to appropriate personnel with timeliness - Accurately completes and maintains up-to-date route sheets on bus at all times
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Bus Driver	
Standard	**Relations with Stakeholders**
Indicator	- Maintains acceptable relations with parents/guardians of students transported and with school personnel. - Establishes and maintains positive working relationships with other drivers, teachers, students, parents, and school staff - Handles challenging situations professionally and diplomatically. - Responds appropriately to schedule changes - Follows authorized discipline procedures fairly and consistently - Resolves conflicts and issues with professionalism and empathy. - Attends required meetings
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Bus Driver	
Standard	**Emergency Response and Maintenance**
Indicator	- Responds effectively to schedule changes and emergencies while operating the school bus. - Attends first aid, CPR, and defensive driving classes required - Reports accidents immediately - Pass pre-employment, safety, and annual physical testing
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Compliments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E7. Bus Driver Evaluation Tool

Administrative Assistant II	
Standard	**Maintaining Effective Relationships**
Indicator	- Maintains effective working relationships with other employees and the public. - Deals with public relations problems courteously and tactfully - Keeps informed of events that pertain to the department and programs and procedures in the school division
Ratings	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Administrative Assistant II
Standard — **Administrative Tasks and Correspondence**
Indicator —   - Prepares replies to correspondence from brief dictated notes or on initiative   - Types complex statistical reports   - Screens visitors, telephone calls, and incoming mail, using judgment to answer inquiries that do not require the administrator's attention   - Reviews outgoing mail prepared by other school employees and officials for form, accuracy, and adherence to policy   - Assembles information for annual reports, bulletins, addresses, articles or special reports, with general information about sources and scope of reports   - Proofreads materials after content is approved
Rating —   ☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance.   ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively.   ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments — *Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments — *Optional*
Artifacts — *Optional: Add a link or attach artifacts to support the employee's rating.*

Administrative Assistant II	
Standard	**Financial, Record-Keeping, and File Management**
Indicator	- Establishes and maintains cross-referenced files and categories - Prepares requisitions, vouchers, budget forms, and other data - Prepares or reviews routine reports, payrolls, vouchers, expense accounts, and personnel record forms - Maintains accurate up-to-date financial reports - Processes invoices and maintains financial files on financial reports - Prepares purchase orders, allocation sheets, and invoices - Prepares and maintains record keeping for inventory/supply requisition
Rating	☐ **Exceeds Expectations:** The employee consistently demonstrates exceptional job knowledge and skills, exceeding job requirements. The employee shares work-related expertise to enhance the district's goals and improve the organization's performance. ☐ **Meets Expectations:** The employee consistently demonstrates job knowledge and skills to perform their job effectively. ☐ **Needs Improvement:** The employee does not consistently demonstrate job knowledge and skills. Effective job performance could be more consistent, and support is required.
Evaluator Comments	*Please complete if selecting Exceeds Expectations or Needs Improvement.*
Employee Comments	*Optional*
Artifacts	*Optional: Add a link or attach artifacts to support the employee's rating.*

Figure E8. Administrative Assistant II Evaluation Tool

Appendix F

Parts of the Evaluation Tool	Class ified Gene ral	Offic e supp ort staff	Foo d servi ces	TGA	TA	Bus	CO	Ad
General areas - skills or dispositions expected of employees Or Characteristics that affect job performance *Best practice/Should be: Job responsibilities (S & H)*	15	14	5	4	4	4	20	20
Performance of Duties OR Skills OR Job Performance Criteria *Best practice/Should be: Performance Indicators (S & H)*	None	S - 9	PD - 10	PD - 15	PD - 15	PD - 14	JPC - 5	JPC - 9
Space for Evaluator to Provide Summary narrative	Yes	Yes	Yes	Yes	Yes	Yes	Yes	State ment of gene ral perfo rman ce
Space for Evaluator to Provide Narrative on Areas for improvement *Best practice/Should be: Differences between performance & standards (S & H)*	Yes	Yes	No	No	No	No	Yes	Yes
3 rating scale: Exceeds, meets, Needs Improvement	Yes	Yes	Yes	Yes	Yes	Yes	No - 1-5 rating	No - 1-5 ratin

							with no definition of scale	g with no definition of scale
Recommendations for: appointment/not for reappointment/salary increase/no salary increase	Yes	Yes	Yes	Yes	Yes	Yes	Yes, with scale unique to this eval	Yes, with scale unique to this eval
Category unique to this role	N/A	Other area of performance	Managers only section	N/A	N/A	N/A	Summative evaluation and evaluator's recommendation:	Summative evaluation and evaluator's recommendation:

Figure F1. Comparison of HCPS Evaluation Tools (Table was originally created in landscape

formatting)

Appendix G

Comp onent	Defini tion	Keyword/tool element	A	B	C	D	HCPS
Accur acy		~~References to an Initial meeting, Mid-year evaluation, Formative evaluation, or Summative evaluation~~ Raters justify their ratings	yes	yes	yes	yes	No
Transp arency		Assessed against Job Expectations/job performance criteria References to evaluation meetings or Check-ins Uses Professional Development offerings & Training as an expectation	Yes Yes PD	Yes No No	Yes No PD	Yes (can't see this part on the form) No PD	
Equity		Standards Indicators Rubrics Artifacts Values diversity as an employee expectation ~~Evaluators trained in giving feedback~~	SIRA	SIA	SIRA	SI "Respec ts diversit y and differin g points of view	
Feedb ack		~~Formal and Informal meetings~~ ~~Constructive Dialogue~~ ~~Verbal and written~~	Yes	yes	yes	yes	

		~~communication to improve job performance~~ ~~Addressing cognitive bias~~ Evaluator provides written feedback					
Other expect ations of emplo yees articul ated on the tool		Attendance Works well with others Judgment Timely and accurate records and reports Knowledge of & follows policy and procedures Takes initiative Responsiveness to supervision					

Figure G1. Comparison of neighboring districts (Table was originally created in landscape

formatting)

Appendix H

HANOVER COUNTY PUBLIC SCHOOLS
Position Description

ADMINISTRATIVE ASSISTANT II

JOB TITLE: Administrative Assistant II	**LOCATION:** Assigned School
	WORK SCHEDULE: 8 hours, 12 Months (261 days)
IMMEDIATE SUPERVISOR: Principal or Designee	**PAYGRADE:** 10
	SALARY SCALE: Uniform
SPECIAL REQUIREMENTS/DIRECT/INDIRECT REPORTS: Direct Reports - No	**FLSA STATUS:** Non Exempt

GENERAL RESPONSIBILITIES

Performs highly specialized administrative secretarial services, which involves a wide variety of activities for an administrator.

ESSENTIAL DUTIES

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Maintain effective working relationships with other employees and the public and deals with public relations problems courteously and tactfully
- Prepare replies to correspondence from brief dictated notes or on own initiative
- Establish and maintains cross-reference file and establishes file categories
- Type complex statistical reports
- Screen visitors, telephone calls and incoming mail, personally answering those inquiries which, in the employee's judgment, do not require the administrator's attention.
- Make appointments for supervisor and reminds him/her of appointments or other matters that should be called to his/her attention
- Prepare requisitions, vouchers, budget forms and other data
- Review outgoing mail prepared by other school employees and officials for form, accuracy and adherence to policy
- Assemble information for annual reports, bulletins, addresses, articles or special reports, with general information about sources and scope of such reports; also, proofreads such material after content approved
- Prepare or reviews routine reports, payrolls, vouchers, expense accounts, and personnel record forms
- Keep informed of events that pertain to the department and programs and procedures in the school division
- Maintain accurate up-to-date financial reports

- Process invoices and maintains financial files on the same
- Prepare purchase orders, allocation sheets and invoices
- Prepare and maintains record keeping for inventory/supply requisition
- Perform related work as required

KNOWLEDGE, SKILLS AND ABILITIES

Typing, bookkeeping, word processing, accounting, computer and secretarial skills. Experience with setting up databases and spreadsheets for tracking demographics, finances, etc., and experience with billing insurance companies.

EDUCATION AND EXPERIENCE

High school diploma. Junior college or business school training in secretarial skills, computer operation, bookkeeping and finance. Three years of secretarial experience and comprehensive experience in using word processor. Comprehensive experience setting up budgetary records and database system using a computer preferred.
A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public through the use of the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Physical capability to effectively use and operate various items of office related equipment, such as, but not limited to a, personal computer, calculator, copier, and fax machine. May require climbing, stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, grasping, and repetitive motions.

(Updated 3/2017/Rev. 1/05)   Hanover County Public Schools assures Equal Employment Opportunities and equal education opportunities for employees and students as required by Federal and State Orders and Laws. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.

Figure H1. Administrative Assistant II Job Description

HANOVER COUNTY PUBLIC SCHOOLS
POSITION DESCRIPTION
Bus Driver

JOB TITLE: Bus Driver	LOCATION: Transportation
	WORK SCHEDULE: 4, 5, 6, 8 hrs. a day, 10 months (182 days)
IMMEDIATE SUPERVISOR: Lead Bus Driver	PAYGRADE: 8
	SALARY SCALE: Uniform
SPECIAL REQUIREMENTS: Possess and maintain a current valid Virginia Commercial Driver's License	FLSA STATUS: Non-Exempt

GENERAL RESPONSIBILITIES:

Responsible for the safe operation of a school bus. Transports students safely to and from school, and other sites within designated route(s) or as runs assigned. Adheres to time schedules when picking up students and reporting to schools. Stays informed of schedule changes and responds appropriately. Accurately completes and maintains all required reports and documentation. Exhibit professionalism in all aspects of providing transportation services.

ESSENTIAL DUTIES:

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Maintains proficiency in driving skills
- Is responsible for completing reports related to transportation
- Performs daily pre-trip and post-trip inspections
- Obeys all traffic laws and school bus regulations while operating the school bus
- Transports students using established routes and designated bus stops;
- Transports only authorized students and staff
- Follows procedures developed by the school board for the appropriate release of students
- Maintains acceptable relations with parents/guardians of students transported and with school personnel
- Operates the school bus on the assigned route(s) and schedule as provided by the Transportation Office
- Responds appropriately to schedule changes;
- Enforces Safety Rules;
- Documents student disciplinary incidents on discipline reports and submits to appropriate personnel in a timely manner;
- Follows authorized discipline procedures and guidelines with fairness and consistency;
- Drives defensively under varying traffic conditions and inclement weather;
- Establishes and maintains positive working relationships with other drivers, teachers,

students, parents and other school staff;
- Abides by all State and local laws and ordinances that pertain to the operation of school buses;
- Ensures that the bus always has sufficient fuel.
- Keeps the bus clean and free of debris; follows other bus cleaning procedures
- Accurately completes and maintains up to date route sheets on bus at all times;
- Conducts emergency evacuation drills as required by divisions' regulations;
- Attends all required meetings;
- Attends first aid, CPR and defensive driving classes required;
- Takes responsibility for maintaining the bus by taking the bus to the transportation garage for scheduled maintenance and when necessary, unscheduled maintenance;
- Reports accidents immediately
- Pass pre-employment, safety and annual physical testing;
- Submit to testing for alcohol and controlled substances
- Performs related work as required.

KNOWLEDGE, SKILLS AND ABILITIES:

Demonstrated ability to operate a large vehicle safely and punctually in all weather conditions, using safe and defensive driving methods; Ability to operate all vehicle types used in transporting students; Demonstrated ability to perform physical tasks such as lifting children; Demonstrated ability to give and follow instructions, work well under stressful conditions or emergencies and maintain confidentiality; Must have the ability to: maintain control of students in a safe and calm manner while operating the vehicle; assist children using patience and understanding; effectively communicate and present information in person or using a two-way radio; establish and maintain favorable working relationships with other drivers, maintenance personnel, teachers, students and principals; exhibit a positive, professional image as a representative of the school division; demonstrate knowledge of rules and regulations promulgated by local, state and federal authorities; apply common sense understanding to carry out written or oral instructions; detect malfunctioning equipment; demonstrate alertness and good judgment concerning emergencies, disabled vehicles and irregular special requests by parents of riders; to safely operate a hydraulic lift when necessary; administer first aid when necessary.

EDUCATION AND EXPERIENCE:

Required: High school diploma or equivalent; Successful completion of Virginia Department of Education's training to operate a school bus and all Virginia Department of Motor Vehicles written and practical pre-trip and on-road tests to a commercial driver's license. Ability to operate all vehicle types used in transporting students. Valid Va. CDL
8 hour position requires, a minimum of three years of school bus driving experience.

A comparable amount of training and experience that provides the candidate with the necessary knowledge, skill and abilities to be able to perform the functions of the position, is acceptable in lieu of the diploma.

PHYSICAL ~~CONDITIONS~~ REQUIREMENTS:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential job functions. Must have and maintain the physical ability to safely operate the school bus and perform related job functions. Requires the use of sensory skills in order to effectively communicate and interact with other employees and the public through the use of the telephone and personal contact. The driver must be able to perform any required functions such as a vehicle pre-trip inspection, emergency evacuation to include, but not limited to, entering and exiting the school bus. Specific vision abilities required by this job include close, distance, and peripheral vision and the ability to adjust focus and discern colors. While performing the duties of this job, the employee is regularly required to walk, sit, stand, twist, push use hands to handle or feel objects, tools, or controls, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl; and talk or hear. The employee must be able to smell smoke, fuel, and other odors.

The driver will be required to secure students, lift, carry and/or push moderately heavy students as assigned. Regularly requires the employee to lift and/or move up to 35 lbs., and occasionally lift up to 50 lbs. without assistance.

Must be able to pass annual safety testing, annual physical to operate a school bus and meet any requirements as outlined in the Transportation Handbook.

WORK ENVIRONMENT

The work environment characteristics described are representative of those an employee encounters while performing the essential job functions.

While performing the duties of this job, the employee may work near moving mechanical parts. The employee is exposed to various weather conditions to include, but not limited to, wet and/or humid and cold/hot weather conditions. Also, the employee may be exposed to fumes and airborne particles, as well as minor vibration.

The noise level in the work environment is usually moderate to loud.

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description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.

Figure H2. Bus Driver Job Description

HANOVER COUNTY PUBLIC SCHOOLS
POSITION DESCRIPTION

JOB TITLE: Cafeteria Monitor	LOCATION: Assigned School
	WORK SCHEDULE: Varies
IMMEDIATE SUPERVISOR: Building Principal	PAYGRADE: 2
	SALARY SCALE: Uniform-Hourly
SPECIAL REQUIREMENTS/DIRECT/INDIRECT REPORTS: None	FLSA STATUS: Non-Exempt

GENERAL RESPONSIBILITIES:
Participates in the efficient operation of the food service program in the assigned school, assisting with maintaining a neat and wholesome environment in the cafeteria, and various other duties as assigned.

ESSENTIAL DUTIES:
(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

● Greets and relates to all students, teachers, visitors, parents, school administrators, school board employees, and all other, in a polite and congenial manner;

● Promotes a positive lunchroom environment for students, staff and guests;

● Interacts with students in a manner which is appropriate to their developmental level, being fair, consistent and professional at all times;

● Works closely with school administrators to set guidelines and enforce student behavior expectations at lunch and follows appropriate sets for dealing with disruptive behavior and infractions;

● Maintains order and acceptable noise level in the cafeteria and serving lines in accordance with standards relayed to the cafeteria monitor by the school principal or designee;

● Assists with tasks that contribute toward a neat and orderly cafeteria environment such as wiping tables, picking up trays and silverware, helping children clean up spilled food and trash, and similar tasks, as needed;

● Assists with the movement of classes in and out of the cafeteria as scheduled;

● Maintains a record of arrival and departure times to and from the cafeteria of various classes, as well

as recording other data specified by the school principal;

- Assists students with needs that may arise such as opening milk cartons and thermos bottles;
- Completes all job assignments in the most efficient and expedient manner possible;
- Takes initiative in fulfilling designated responsibilities without excessive supervision from the principal;
- Assists with supervision of students during outdoor recess or activity time at lunch;
- Performs other duties as assigned by the school principal or designee.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to follow written and oral instructions. Ability to work cooperatively and productively with other food service employees, students, staff and others contacted in a fast-paced, customer service-oriented work place. Ability to supervise children in an orderly and consistent manner following guidelines supplied by the principal.

EDUCATION AND EXPERIENCE:

Required: High School diploma or equivalent.
A comparable amount of training and experience that provides the candidate with the necessary knowledge, skill and abilities to be able to perform the functions of the position, is acceptable in lieu of the diploma.

PHYSICAL CONDITIONS:

Ability to lift at least 10 lbs. Requires some climbing, stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, grasping and repetitive motions. Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public through the use of the telephone and personal. The noise level in the work environment is usually moderate to loud. Occasional attendance at school related activities throughout the area is necessary. Daily contact is made with students, teachers and occasionally family members.

Updated 6.2015 (Rev. 10/11); Hanover County Public Schools assures Equal Employment Opportunities and equal education opportunities for employees and students as required by Federal and State Orders and Laws. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.

Figure H3. Cafeteria Monitor Job Description

HANOVER COUNTY PUBLIC SCHOOLS
POSITION DESCRIPTION

JOB TITLE **CUSTODIAN**	**LOCATION:** ASSIGNED SCHOOL
	WORK SCHEDULE: 8 hrs a day, 12 month (261 days)
IMMEDIATE SUPERVISOR: COORDINATOR OF CUSTODIAL SERVICES	**PAY GRADE:** 3
	SALARY SCALE: UNIFORM
SPECIAL REQUIREMENTS: NONE	**FLSA STATUS:** NON-EXEMPT

GENERAL RESPONSIBILITIES:

Performs routine and non-routine cleaning in an assigned area or areas to provide the proper building sanitation by following prescribed cleaning frequencies. Provides project work periodically and responds to other miscellaneous requests submitted by faculty and staff. Works under limited supervision performing routine cleaning tasks by using prescribed chemicals and machines. This position may require the employee to report to their job site during emergency situations, such as snow, inclement weather, or other emergency situations.

ESSENTIAL DUTIES:

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Functions include trash removal and disposal, sweeping, dust mopping, high and low dusting, wet mopping, vacuuming and spotting carpet, restroom sanitation, cleaning glass, mirrors and fixtures, restocking soap dispensers and paper supplies, sanitizing drinking fountains, cleaning walls, vents, chalkboards, and baseboards;
- Responsible for the proper cleaning, care and storage of equipment and supplies;
- Responds to a variety of requests from faculty and staff which includes but is not limited to: setting up for meetings and class functions, moving furniture, unloading and storing deliveries;
- Responds to accidents or potential safety hazards such as spills, restroom problems, and child illnesses;
- Perform minor maintenance tasks (change light bulbs, tubes, air filters, and ceiling tiles, replace broken equipment, repairing minor leaks, unstopping plumbing, etc.);
- Refinishes or restores resilient floor tile as required by mechanical stripping, sealing, finishing, spray buffing, scrubbing and recoating;
- Maintains carpet by machine extraction, spotting and cleaning;
- Responsible for opening and/or securing the building;
- Maintains building perimeter by keeping walkways and driveways are free from snow, ice and debris;
- Fold and move lunch tables before and after lunch periods and other special events;
- Ability to communicate and understand information and directions in English necessary for safety reasons;

- Load and unload school supplies and deliveries, as needed;
- Participate in intensive and extensive detail cleaning and repairing program during non-school months to prepare facility for upcoming school year;
- Arrive for duty in the building when special events are given outside of regular school hours, as requested by the administrator;
- Perform related work as required

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to: read and comprehend simple instructions, short correspondence, and memos; write simple correspondence; effectively present information in one-on-one situations; apply common sense understanding to carry out detailed but uninvolved written or oral instructions; learn routine and non-routine cleaning methods, procedures, and equipment usage; establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

Any combination of education or experience equivalent to completion of high school. Prior experience or related training preferred.

PHYSICAL AND ENVIRONMENTAL CONDITIONS:

Ability to: work with industry standard cleaning chemicals; regularly lift and/or move up to 10 lbs., frequently lift and/or move up to 25 lbs., and occasionally lift up to 50 lbs. without assistance; operate cleaning equipment; work in all weather conditions, and climb/use a ladder. Position requires significant climbing, stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, grasping, and repetitive motions. Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public through the use of the telephone and personal contact.

While performing the duties of this job, the employee occasionally works in outside weather conditions and may be exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals, blood or infectious disease as carried by students, exposed to various noise levels, may sit or stand for lengthy periods of time, may lift objects repeatedly, and may undertake repeated motions.

Updated 9/2015 / (Rev. 1/07) Hanover County Public Schools assures Equal Employment Opportunities and equal education opportunities for employees and students as required by law. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserve the right to modify, add, or remove duties and assign other duties as necessary. This job description is not intended to be and should not be construed as an all-inclusive list of responsibilities, skills, or working conditions of the position.

Figure H4. Custodian Job Description

HANOVER COUNTY PUBLIC SCHOOLS
POSITION DESCRIPTION

JOB TITLE	LOCATION: SCHOOLS
FOOD SERVICE ASSISTANT	WORK SCHEDULE: 10M – 207 DAYS – 4, 5, 6, 7 HRS.
IMMEDIATE SUPERVISOR:	PAY GRADE: 3
FOOD SERVICE MANAGER	SALARY SCALE: UNIFORM
SPECIAL REQUIREMENTS PHYSICAL MOBILITY/ABILITY TO LIFT 30 LBS	FLSA STATUS: NON-EXEMPT

GENERAL RESPONSIBILITIES:
Participates in the efficient operation of the food service program in the assigned school by performing cooking, serving, cleaning, and various other duties as needed.

ESSENTIAL DUTIES:
(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Attend work regularly and promptly;
- Cook and serve large quantities of food under sanitary regulations according to the recipes and portion control guidelines assigned;
- Set up and replenish food as needed on serving lines, cold cabinets and associated areas during meal serving times;
- Responsible for gathering all utensils, ingredients, and supplies needed for the work assigned;
- Check in and place incoming food and supplies into proper storage areas;
- Wash and sanitize equipment, utensils, work area, ovens, and tables used in food preparation and service;
- Load, operate, and unload institutional size dishwashing machine;
- Sweep and mop floors of work, serving, and storage areas;
- Collect and place garbage and trash in designated containers;
- Serve or perform cashier duties at cafeteria steam-table line during breakfast and/or lunch serving times;
- Assist with set-up, preparation, and clean up of special meals and banquets held outside of the school day;
- Perform related work as required.

KNOWLEDGE, SKILLS AND ABILITIES:
Ability to read and comprehend simple instructions, short correspondence, and memos; apply common sense understanding to carry out detailed but uninvolved written or oral instructions; learn routine and non-routine food service procedures, cleaning methods, and equipment usage; establish and maintain cooperative and effective working relationships with others. Basic knowledge of cooking techniques and

principles. Ability to perform basic math calculations and cash management operations and procedures.

EDUCATION AND EXPERIENCE:
High school diploma or GED.
Preferred: Courses in food service management or related areas. At least one year of experience in the food service industry.
A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL CONDITIONS:
Physical ability to lift at least 30 pounds (50 with assistance) and to push 50 pounds. Exposure to heat and steam. Significant lifting, climbing, stooping, kneeling, crouching, reaching, standing for extended periods of time, walking, pushing, pulling, lifting, grasping, and repetitive motions for extended periods of time. Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public through the use of the telephone and personal contact. Noise levels in the work area may be from moderate to loud.

Updated 6.2015 (Rev. 3/09-Food Line Prep); *Hanover County Public Schools assures Equal Employment Opportunities and equal education opportunities for employees and students as required by Federal and State Orders and Laws. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.*

Figure H5. Food Service Assistant Job Description

HANOVER COUNTY PUBLIC SCHOOLS
POSITION DESCRIPTION

JOB TITLE: Instructional Assistant - Elementary	**LOCATION:** Assigned School
	WORK SCHEDULE: 10 M 7.25 Hrs.
IMMEDIATE SUPERVISOR: Teacher	**PAYGRADE:** 5
	SALARY SCALE: Uniform
SPECIAL REQUIREMENTS/DIRECT/INDIRECT REPORTS:	**FLSA STATUS:** Non-Exempt

GENERAL RESPONSIBILITIES:

Provides responsible administrative, clerical, and human support in assisting the classroom teacher in the management and instruction of students including those with special needs; performs related tasks as required and directed; all work is performed under the direction and supervision of the classroom teacher, however, the assistant may independently carry out particular aspects of the instructional program. Assists in organizing student's supplies and materials. Ensures everything is in proper place and is readily accessible. Maintains a clean and orderly classroom by helping students in cleaning up materials after instructional activities and making sure that there is no potential hazard present in the classroom.

ESSENTIAL DUTIES:

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Assist teachers with instructional activities in reading, writing, mathematics, science, social studies and other classes;
- Reinforce skills taught by the classroom teacher;
- Assist children individually with social/emotional behaviors, including understanding and following directions and rules;
- Assist small groups of children in various subject areas under the direction of the classroom teacher;
- Collect, record and maintain data on students as directed by the teacher;
- Assist teachers in providing for the individual needs, abilities, and interests of the students;
- Assist teachers in implementing daily and long-range lesson plans;
- Assist in the development, preparation and gathering of instructional materials and learning aids;
- Prepare the classroom for instruction;
- Participate in meetings when directed i.e. staff, meetings w/parents, training etc.;

- Monitor students during class, off-site educational trips, lunch, recess, etc.
- Assist students with personal hygiene including toileting as needed;
- Perform related work as required.

KNOWLEDGE, SKILLS AND ABILITIES:

General knowledge of the practices, methods and techniques used in the teaching children including students with special education needs; ability to maintain files and information; ability to deal effectively with students and teachers; skill in the use of classroom and instructional equipment; ability to establish and maintain effective working relationships with teachers, parents, students and coworkers. Able to demonstrate excellent communication skills. Ability to operate general office equipment, word processing equipment, and computers to accomplish the work assigned. Have an innate passion in dealing with very young children. Must be able to multitask and be flexible as working with pre-school age group is often challenging and unpredictable.

EDUCATION AND EXPERIENCE:
Requirements for Title I School Placements:
Must meet the qualifications of "highly qualified" under No Child Left Behind Act of 2001:
- Has passed the Paraprofessional Assessment with a minimum score of 455 **or**
- Has a minimum of 48 college credits **or**
- A minimum of an Associate's Degree.

Assignment placement may require additional training requirements such as and/or specific training on aspects of Autism Spectrum Disorder (ASD).

High school diploma and previous experience working with groups of children.
A comparable amount of training and experience may be substituted for the minimum qualifications.

Preferred: Associate degree - CDA in Child Development preferred. Prior experience working with groups of children.

PHYSICAL CONDITIONS:
Frequent walking, standing, lifting up to 50 pounds unassisted, and other physical activities are required. Movement of students by wheelchair and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals, regular standing, sitting, walking, bending, twisting, stooping, kneeling, crouching, reaching and significant pushing, pulling, lifting, grasping, and various repetitive motions are also required. Must be able to effectively use and operate various items of office related equipment, such as, but not limited to a, personal computer, calculator, copier, and fax machine. Work is typically performed in the classroom.

Figure H6. Instructional Assistant - Elementary Job Description

HANOVER COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION

JOB TITLE: Instructional Assistant - SPED	LOCATION: Assigned School
	WORK SCHEDULE: 10 M 7.25 Hrs. (207 days)
IMMEDIATE SUPERVISOR: Teacher / Building Administrator	PAYGRADE: 6
	SALARY SCALE: Uniform
SPECIAL REQUIREMENTS: Must be able to lift at least 50 pounds unassisted	FLSA STATUS: Non-Exempt

GENERAL RESPONSIBILITIES

Assists the classroom teacher in delivering intervention and instruction to students with special needs by providing instructional, behavioral and personal care support; performs related tasks as required and directed; all work is performed under the direction and supervision of the classroom teacher, however, the paraprofessional may independently carry out particular aspects of the instructional program when asked.

ESSENTIAL DUTIES

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Carries out instructional plans as designated by the classroom teacher as components of the student's Individual Educational Plan (IEP) in the least restrictive environment;
- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, assist special education teacher and/or students in clean-up activities, etc.);
- Maintains a climate centered around the students that promotes dignity and respect;
- Assists teacher in maintaining appropriate classroom behavior and safety of students and staff;
- Assists students in completion of learning tasks assigned by classroom teachers;
- Assists in physical movement of students from one learning environment to another;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Under supervision of classroom teacher and/or Special Education Senior Teacher, assists in maintenance of students' records through data collection;
- Assists with Activities of Daily Living, which may include: toileting, feeding, and positioning of students as well as instruction and support of other functional life skills;
- Assists with medical related duties with assigned students as necessary; Provides basic first-aid and/or prescribed health care as necessary for special needs students (e.g., apnea, asthma or other respiratory conditions assistive devices, g-tubes, shunts, oxygen, technological dependence,

tracheotomy tubes, medical devices, administers emergency medications, etc.);
- Assisting with carry-over of related services, i.e., Occupational Therapy, Physical Therapy, Speech;
- Supervises and supports students on playground equipment, track, or other leisure activities out of doors on school grounds;
- Implements accommodations and modifications as determined by the IEP consistently
- Implements individual Behavior Intervention Plans, and school-wide Positive Behavior Interventions and Supports consistently;
- Supports students when they engage in challenging behaviors and teaches appropriate replacement behaviors;
- Supports inclusive instructional practices for students with disabilities;
- Adheres to federal and state laws, school policies, and ethical guidelines;
- Consistent and regular attendance is an essential duty of this position.
- Performs other related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES

Ability to: develop and maintain an open and accepting attitude toward students with disabilities; operate audio visual and standard office equipment; willingness to learn specialized instructional/behavior management techniques employed with students with disabilities; communicate and develop effective working relationships with students, parents, and staff. Skills and knowledge in word and data processing software. Ability to perform Safety Care intervention training.

EDUCATION AND EXPERIENCE:
Requirements for Title I School Placements:
Must meet the qualifications of "highly qualified" under No Child Left Behind Act of 2001:
- Has passed the Paraprofessional Assessment with a minimum score of 455 **or**
- Has a minimum of 48 college credits **or**
- A minimum of an Associate's Degree.

Assignment placement may require additional training requirements such as and/or specific training on aspects of Autism Spectrum Disorder (ASD).

High school diploma and previous experience working with groups of children.
A comparable amount of training and experience may be substituted for the minimum qualifications.

Preferred: Associate degree - CDA in Child Development preferred. Prior experience working with groups of children.

PHYSICAL REQUIREMENTS

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and

recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment weighing up to 50 pounds may be required. Physical participation in Safety Care intervention training. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Must be able to work within various degrees of noise, temperature, and air quality. Interruptions of work are routine. Must be able to work under stressful conditions. May be subject to physical and emotional outbursts by students, including such behaviors as hitting, kicking, spitting, scratching and biting. Dexterity of hands and fingers assist/restrain students and to operate specialized equipment or office equipment. Sitting or standing for extended periods of time. Bending at the waist, kneeling or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Reaching overhead, above the shoulders and horizontally. Lifting or moving children from wheelchair to tables or desks.

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Updated 4/2017/Rev. 12/13; 2/07 - *Hanover County Public Schools assures Equal Employment Opportunities and equal education opportunities for employees and students as required by Federal and State Orders and Laws. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.*

Figure H7. Instructional Assistant - Sped Job Description