



**COLORADO SPRINGS SCHOOL DISTRICT 11**  
**PERFORMANCE EVALUATION**  
**EDUCATIONAL SUPPORT PROFESSIONAL BUILDING MANAGER**

**Name:** Click or tap here to enter text.

**Evaluation Date:** Click or tap to enter a date.

**Employee ID#** Click or tap here to enter text.

**Evaluator Name:** Click or tap here to enter text.

**Job Title:** Click or tap here to enter text.

**Job Location:** Click or tap here to enter text.

**Evaluation Period Covered: (From):** Click or tap to enter a date. **(To):** Click or tap to enter a date.

**Reason for Evaluation: (Check ONE) Trial Period**  **30 Days**  **60 Days**  **89 days**  **Annual**  **Other**

	<b>Quality Standard I</b> Employee demonstrates mastery of the position for which they are responsible.	<b>Quality Standard II</b> Employee supports an inclusive and respectful work environment.	<b>Quality Standard III:</b> Employee effectively plans and delivers services in support of the District Strategic Plan.	<b>Quality Standard IV:</b> Employee demonstrates professionalism through ethical conduct and leadership.
<b>Element A</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>Element B</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>Element C</b>	Choose an item.		Choose an item.	Choose an item.
<b>Element D</b>	Choose an item.			
<b>Element E</b>	Choose an item.			
<b>Total/Competency</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>OVERALL RATING</b>				Choose an item.

**OVERALL PERFORMANCE RATING SCALE**

**Ineffective**-Does not meet necessary performance standards

**Remediation Plan Developed**  YES  NO

**Partially Proficient**-Progressing towards necessary performance

**Remediation Plan Attached**  YES  NO

**Effective**-Meets expected performance

**Highly Effective**-Exceeds expected performance

**Quality Standard(s) for improvement:** (Identify Ineffective and Partially Proficient Quality Standards, specific areas for growth, and available supports for needed growth.)

**Areas of Strength:**

**Identified areas to include in Growth Plan for next School Year:**

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Job Title \_\_\_\_\_

*The employee's signature above indicates that he or she has reviewed this summative evaluation in conference with the evaluator. It does not indicate agreement with the content of this evaluation.*



**Quality Standard I: Employee demonstrates mastery of the position for which they are responsible.**

**Element A: Employee works in conjunction with the building administration for custodial personnel oversight.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Assisting building Principal or designated administrator with the supervision of custodial personnel in their work environment.</li> <li>Assisting building Principal or designated administrator in creation of custodial schedule to include areas of responsibility and reporting times.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Assisting building Principal or designated administrator with the supervision of custodial personnel in their work environment.</li> <li>Assisting building Principal or designated administrator in creation of custodial schedule to include areas of responsibility and reporting times.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Assisting building Principal or designated administrator with the supervision of custodial personnel in their work environment.</li> <li>Assisting building Principal or designated administrator in creation of custodial schedule to include areas of responsibility and reporting times.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Proactively sharing with building Principal or designated administrator ways to improve the supervision of custodial personnel in their work environment.</li> <li>Using innovative custodial scheduling including areas of responsibility and reporting times to ensure the best support for educational outcomes.</li> </ul>

**Element B: Employee effectively manages and oversees job tasks and responsibilities of custodial personnel.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Coordinating and assigning daily tasks and duties to custodial staff for the purpose of ensuring that work is completed efficiently and effectively.</li> <li>Directs, oversees, and guides the work of custodial personnel.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Coordinating and assigning daily tasks and duties to custodial staff for the purpose of ensuring that work is completed efficiently and effectively.</li> <li>Directs, oversees, and guides the work of custodial personnel.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Coordinating and assigning daily tasks and duties to custodial staff for the purpose of ensuring that work is completed efficiently and effectively.</li> <li>Directs, oversees, and guides the work of custodial personnel.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Being adaptable in coordinating and assigning daily tasks and duties to custodial staff for the purpose of ensuring that work is completed efficiently and effectively.</li> <li>Directs, oversees, and guides the work of custodial personnel in a manner that grows the potential of each crew member.</li> </ul>

**Element C: Employee works in conjunction with building administration and FOTC department for the maintenance and upkeep of facilities.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Ensuring that all work orders are prepared and processed in a timely manner.</li> <li>Conferring with and keeping the Principal or designated administrator informed on matters relating to the overall health, safety, and operating condition of the facility.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Ensuring that all work orders are prepared and processed in a timely manner.</li> <li>Conferring with and keeping the Principal or designated administrator informed on matters relating to the overall health, safety, and operating condition of the facility.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Ensuring that all work orders are prepared and processed in a timely manner.</li> <li>Conferring with and keeping the Principal or designated administrator informed on matters relating to the overall health, safety, and operating condition of the facility.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Actively following up on all work orders and communicating status to Principal or designated administrator.</li> <li>Conferring with and keeping the Principal or designated administrator informed on matters relating to the overall health, safety, and operating condition of the facility and suggesting solutions for correction.</li> </ul>

**Element D: Employee maintains high standards for an educational environment that is sanitary, attractive and well presented.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>• Cleaning school properties and facility, including but not limited to classrooms, offices, restrooms, hallways, carpets, windows, and walls for the purpose of appropriately maintaining school and/or district offices.</li> <li>• Thoroughly cleaning facility after use for extracurricular activities, athletic events, school functions.</li> <li>• Arranging furnishing and equipment for the purpose of providing adequate preparations for meetings, classroom activities, and special events.</li> <li>• Preparing facility for daily operations, meetings, extracurricular activities, and athletic events as may be required making sure facility is operational and safe for occupancy.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>• Cleaning school properties and facility, including but not limited to classrooms, offices, restrooms, hallways, carpets, windows, and walls for the purpose of appropriately maintaining school and/or district offices.</li> <li>• Thoroughly cleaning facility after use for extracurricular activities, athletic events, school functions.</li> <li>• Arranging furnishing and equipment for the purpose of providing adequate preparations for meetings, classroom activities, and special events.</li> <li>• Preparing facility for daily operations, meetings, extracurricular activities, and athletic events as may be required making sure facility is operational and safe for occupancy.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>• Cleaning school properties and facility, including but not limited to classrooms, offices, restrooms, hallways, carpets, windows, and walls for the purpose of appropriately maintaining school and/or district offices.</li> <li>• Thoroughly cleaning facility after use for extracurricular activities, athletic events, school functions.</li> <li>• Arranging furnishing and equipment for the purpose of providing adequate preparations for meetings, classroom activities, and special events.</li> <li>• Preparing facility for daily operations, meetings, extracurricular activities, and athletic events as may be required making sure facility is operational and safe for occupancy.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>• Teaching and helping others to understand level of cleaning that is expected to meet the high standards expected of the position.</li> <li>• Teaching how to thoroughly clean facility after use for extracurricular activities, athletic events, school functions.</li> <li>• Teaching and helping colleagues to arrange furnishing as needed for meetings, classroom activities, and special events.</li> <li>• Teaching custodial personnel to proactively prepare facility for daily operations, meetings, extracurricular activities, and athletic events as may be required making sure facility is operational and safe for occupancy.</li> </ul>

**Element E: Employee works to maintains safe educational and work environments.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>• Responding to immediate safety and/or operational concerns for the purpose of taking appropriate action to resolve safety issues and maintain a functional environment.</li> <li>• Securing facilities and grounds for the purpose of minimizing property damage and equipment loss</li> <li>• Inspecting school or district facilities ensuring that the site is suitable for safe operations, and or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>• Responding to immediate safety and/or operational concerns for the purpose of taking appropriate action to resolve safety issues and maintain a functional environment.</li> <li>• Securing facilities and grounds for the purpose of minimizing property damage and equipment loss</li> <li>• Inspecting school or district facilities ensuring that the site is suitable for safe operations, and or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>• Responding to immediate safety and/or operational concerns for the purpose of taking appropriate action to resolve safety issues and maintain a functional environment.</li> <li>• Securing facilities and grounds for the purpose of minimizing property damage and equipment loss</li> <li>• Inspecting school or district facilities ensuring that the site is suitable for safe operations, and or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>• Modeling how to prioritize immediate safety and/or operational concerns and effectively communicating the action that will be taken to resolve the issues.</li> <li>• Helping others to understand the importance of securing facilities and grounds for the purpose of minimizing property damage and equipment loss</li> <li>• Helping others to inspect school or district facilities ensuring that the site is suitable for safe operations, and or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.</li> </ul>

**Quality Standard II: Employee supports an inclusive and respectful work environment.**

**Element A: Employee develops and maintains relationships with individuals and groups, resulting in positive outcomes.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Establishing and building constructive, effective relationships.</li> <li>Supporting group productivity.</li> <li>Respecting the opinions and ideas of others.</li> <li>Including others in pertinent conversations and decisions.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Building constructive, effective relationships.</li> <li>Supporting group productivity.</li> <li>Identifying and suggesting solutions in which all parties are respected and from which they can benefit.</li> <li>Gathering input from appropriate stakeholders.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Constructive, effective relationships.</li> <li>Working to enhance group productivity by building consensus and setting a positive tone in work and actions.</li> <li>Demonstrating respect for opinions, priorities, ideas, and time of others.</li> <li>Identifying solutions in which all parties can benefit.</li> <li>Thinking about issues impacting others and includes them, when necessary.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Developing and maintaining relationships.</li> <li>Working to enhance group productivity by building consensus and setting a positive tone in work and actions.</li> <li>Demonstrating respect for the opinions, priorities, ideas, and time of others.</li> <li>Identifying, leading, and developing solutions in which all parties benefit.</li> <li>Involving others impacted by decisions.</li> </ul>

**Element B: Employee expresses thoughts and ideas verbally or in writing in individual or group settings.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Communication.</li> <li>Ability to adapt communication to the audience.</li> <li>Responding in a timely manner.</li> <li>Not judging or criticizing the ideas of others.</li> <li>Listening to others without interrupting.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Communication that is clear and easily understandable.</li> <li>Adapting communication to the audience.</li> <li>Responding in a timely manner.</li> <li>Not judging or criticizing the ideas of other.</li> <li>Listening to others without interrupting.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Communication that is clear and ensures understanding.</li> <li>Adapting communication to the audience.</li> <li>Responding in a timely manner.</li> <li>Refraining from judgement and criticism of others' ideas.</li> <li>Listening for understanding of others' intended message before responding.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Proactively communicating with clarity ensuring understanding.</li> <li>Dynamically adapting communication to the audience.</li> <li>Consistently responds in a timely manner.</li> <li>Encouraging others to give their points of view.</li> <li>Being approachable at all times.</li> <li>Actively listens to understand others' intended message before responding, and follows-up.</li> </ul>

**Quality Standard III: Employee effectively plans and delivers services in support of the District Strategic Plan.**

**Element A: Employee identifies and responds to customer needs**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Meeting customer needs.</li> <li>Responding appropriately to customers.</li> <li>Responding to customers in a timely manner <i>WITH</i> accurate information.</li> <li>Delivering solutions to customer problems.</li> <li>Demonstrating an ability or willingness to build relationships with customers.</li> <li>Ensuring customer satisfaction.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Regularly meeting customer needs.</li> <li>Responding appropriately to customers.</li> <li>Responding to customers in a timely manner with accurate information.</li> <li>Delivering solutions to customer problems.</li> <li>Building relationships with customers.</li> <li>Following up with customers to ensure they are satisfied.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Meeting customers' needs.</li> <li>Responding to customers in a timely manner with accurate information.</li> <li>Delivering solutions to customer problems.</li> <li>Building relationships with customers.</li> <li>Following up with customers to ensure they are satisfied.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Anticipating customers' needs and proactively addressing them.</li> <li>Consistently responding to customers in a timely manner with accurate information.</li> <li>Discussing options with customers for alternative ways to meet expectations.</li> <li>Building high trust relationships with customers.</li> <li>Regularly following up with customers to ensure they are satisfied.</li> </ul>

**Element B: Employee demonstrates initiative, efficiency, and productivity.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Using time efficiently in order to meet work deadlines by establishing priorities appropriately.</li> <li>Adjusting to changing workloads or schedules.</li> <li>Developing self-direction, resourcefulness, and/or creativity in completing tasks.</li> <li>Identifying solutions to unanticipated barriers to completing job responsibilities.</li> <li>Independently beginning and completing job responsibilities.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Using time efficiently in order to meet work deadlines by establishing priorities appropriately.</li> <li>Adjusting to changing workloads or schedules.</li> <li>Developing self-direction, resourcefulness, and/or creativity in completing tasks.</li> <li>Identifying solutions to unanticipated barriers to completing job responsibilities.</li> <li>Independently beginning and completing job responsibilities.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Using time efficiently in order to meet work deadlines by establishing priorities appropriately.</li> <li>Adjusting to changing workloads or schedules.</li> <li>Developing self-direction, resourcefulness, and/or creativity in completing tasks.</li> <li>Identifying solutions to unanticipated barriers to completing job responsibilities.</li> <li>Independently beginning and completing job responsibilities.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Helping others in using time efficiently in order to meet work deadlines by establishing priorities appropriately.</li> <li>Anticipating and adjusting to changing workloads or schedules.</li> <li>Developing self-direction, resourcefulness, and/or creativity in completing tasks.</li> <li>Helping others to identify solutions to unanticipated barriers to completing job responsibilities.</li> <li>Identifying solutions to unanticipated barriers to completing job responsibilities.</li> </ul>

**Element C: Employee exhibits behaviors that indicate commitment to the mission and vision of the District.**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Displaying actions that support the well-being and success of students, parents, co-workers, and community.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Displaying actions that support the well-being and success of students, parents, co-workers, and community.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Displaying actions that support the well-being and success of students, parents, co-workers, and community.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Being a role model and advocate for the well-being and success of students, parents, co-workers, and community.</li> </ul>

**Quality Standard IV: Employee demonstrates professionalism through ethical conduct and leadership.**

**Element A: Employee demonstrates high standards for ethical and professional conduct**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Maintaining professional behavior and demeanor through being respectful of others, showing courtesy and exhibiting integrity.</li> <li>Adhering to applicable policies and procedures.</li> <li>Exhibiting appropriate behavior and a positive attitude.</li> <li>Demonstrating reliability in adhering to scheduled work times, is rarely absent</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Maintaining professional behavior and demeanor through being respectful of others, showing courtesy, and exhibiting integrity.</li> <li>Adhering to applicable policies and procedures.</li> <li>Exhibiting appropriate behavior and a positive attitude.</li> <li>Demonstrating reliability in adhering to scheduled work times, is rarely absent.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Maintaining professional behavior and demeanor through being respectful of others, showing courtesy, and exhibiting integrity.</li> <li>Adhering to applicable policies and procedures.</li> <li>Exhibiting an attitude of helpfulness and reliability.</li> <li>Demonstrating reliability in adhering to scheduled work times, is rarely absent.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Setting an example of professional behavior and demeanor through being respectful of others, showing courtesy, and exhibiting integrity.</li> <li>Demonstrates in-depth knowledge of policies and procedures.</li> <li>Taking ownership and pride in their work.</li> </ul>

**Element B: Employee links professional growth to their professional goals**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Reflecting on and engaging in professional learning activities aligned to enhancing job performance.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Apply knowledge and skills learned through professional development to improve performance.</li> <li>Seeking and/or implementing performance feedback from supervisor.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Consistently applying knowledge and skills learned through professional development to improve performance.</li> <li>Seeking and/or implementing supervisor feedback to improve performance.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Seeking out professional development opportunities to expand job applicable knowledge and skills to enhance performance.</li> </ul>

**Element C: Employee works to respond in a dynamic and complex environment**

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p><b>Growth is needed in:</b></p> <ul style="list-style-type: none"> <li>Accepting change.</li> <li>Not sabotaging the change efforts of others.</li> <li>Working well with diverse people and groups to facilitate change.</li> </ul>	<p><b>Consistency is needed in:</b></p> <ul style="list-style-type: none"> <li>Adjusting style and behavior to the needs of the situation.</li> <li>Adapting to changing work environments, work priorities, and organizational needs.</li> <li>Working with diverse people or groups to facilitate change.</li> <li>Reacting positively to changing work environments and priorities.</li> </ul>	<p><b>There is an established/imbedded practice of:</b></p> <ul style="list-style-type: none"> <li>Adjusting style and behavior to the needs of the situation.</li> <li>Responding positively to changing situations.</li> <li>Being open and willing to learn new ways of performing job responsibilities.</li> </ul>	<p><b>Shows leadership by:</b></p> <ul style="list-style-type: none"> <li>Anticipating change and seamlessly adapting style and behavior to the needs of the situation.</li> <li>Helping others to see the positive aspects of change.</li> <li>Bringing forward innovative ways of enhancing and/or performing job responsibilities.</li> </ul>