

Sheridan School District



Classified

Evaluation Handbook

December 16, 2025

INTRODUCTION

The District believes evaluation systems are to support ongoing professional learning using clear standards of practice and expectations. All employees in the district serve an important role in the district's overall goal of improved learning and achievement of all students. Based on this value, the classified evaluation rubric is designed to use common language aligned with our licensed evaluations.

This handbook is a living document outlining procedures and processes for continued professional growth for all classified positions.

PERFORMANCE LEVELS

The classified evaluation rubric includes three levels of performance: Not Proficient, Developing Proficiency, and Proficient.

Not Proficient: The employee's performance is insufficient to meet the standards. The employee needs significant improvement. Performance is unacceptable at this level.
Emerging:

Developing Proficiency: The employee is beginning to develop a basic understanding of the standards but needs to develop more skills. The employee requires close supervision and has areas to improve to meet all standards consistently.

Proficient: The employee clearly understands the concepts of the standards and consistently demonstrates understanding as evident through their work performance. The term "consistently" describes an employee's performance at the proficient level. The employee fully meets the job requirements and expectations.

CLASSIFIED EVALUATION PROCESS AND TIMELINE

PROBATIONARY STATUS – (120-DAY PROBATIONARY PERIOD):

Activity	Timeline
Job Expectations -- Employee and administrator/supervisor review job expectations	Within two weeks of start date
Mid-Point Check -- Employee completes self-assessment with evaluation rubric. Employee and administrator/supervisor discuss progress, self-assessment, and submit mid-point form.	<ul style="list-style-type: none"> ● 60-Day Probationary Performance Review ● 60-Day Probationary employee self-evaluation
Collect Data – Administrator/supervisor will collect data through observations and check-ins.	<ul style="list-style-type: none"> ● 90-Day Probationary Performance Check-in and throughout the 120-days.
Formal Evaluation – Administrator/Supervisor will share and discuss final evaluation to employee, utilizing the self-assessment and data collected.	<ul style="list-style-type: none"> ● 120-Day Probationary Final Performance Review ● 120-Day End of Probationary Period <ul style="list-style-type: none"> ○ Permanent Employee <ul style="list-style-type: none"> ■ Goal setting within two (2) weeks of permanent placement ○ Removal

REGULAR STATUS – ANNUAL

Activity	Timeline
Self-Assessment – Employee completes self-assessment with evaluation rubric. Employee and administrator/supervisor discuss self-assessment.	By October 30 of the year being evaluated
*Goal Setting (Optional) – Collaboration with employee and administrator/supervisor during self-assessment discussion. Goals can be noted on the employee’s self- assessment form.	By October 30
Collect Data – Administrator/Supervisor will collect data through observations and check-ins	Throughout the year
Formal Evaluation – Administrator/Supervisor will share and discuss final evaluation to employee, utilizing the self-assessment and data collected.	By June 15

CLASSIFIED SELF ASSESSMENT

All classified employees are required to complete the self-assessment during their evaluation year. The Classified Self-Assessment form should be completed online. Probationary employees should complete the Classified Self-Assessment before the 60-day check-in.

Completing the Classified Self-Assessment encourages each employee to examine the evaluation rubric to determine areas of professional/job related growth and to plan for new challenges and opportunities. Using the self-assessment document, the supervisor will consider the feedback from the employee when writing final evaluations.

Classified Employee Evaluation Packet

Evaluation Process

- **First Evaluation:** Within 60 days of employment
- **Second Evaluation:** Within 120 days of employment
- **Annual Evaluation:** Once permanent status is granted

Name of Employee:	
School:	
School Year:	
Rater Name:	

Evaluation Type (Select One)	
•	60-Day Probationary Employee
•	120-Day Probationary Employee
•	Annual Permanent Employee
•	Other

Classified Employee Evaluation Rubric			
Criteria	Proficient	Developing Proficiency	Not Proficient
Ability to Learn	Actively engages in professional development and applies new skills successfully.	Shows willingness to learn but struggles to consistently apply new skills.	Demonstrates unwillingness or inability to learn and apply new skills.
Adaptability/Flexibility	Adjusts to changes easily and willingly accepts suggestions for improvement.	Sometimes struggles to adapt to changes or accept suggestions.	Frequently resists change, requires repeated instruction, or fails to adapt.
Attendance	Demonstrates regular attendance and consistently adheres to work hours and schedules.	Sometimes inconsistent in attendance or punctuality.	Frequently absent, late, or fails to follow work schedules.
Communication	Consistently demonstrates clear, appropriate, and effective communication in speaking, listening, and writing.	Sometimes provides unclear, inappropriate, or untimely communication.	Frequently communicates in ways that are unclear, inappropriate, or untimely.
Confidentiality	Consistently maintains confidentiality of records and information.	Sometimes reveals confidential information inappropriately.	Frequently fails to maintain confidentiality of records and information.
Decision Making	Consistently makes sound, well-reasoned decisions with minimal review.	Sometimes makes decisions that require review; demonstrates inconsistent problem-solving.	Frequently makes poor decisions that require review; demonstrates weak problem-solving.
Initiative	Independently performs tasks and actively seeks solutions to problems.	Sometimes needs direction to perform tasks or shows limited initiative in problem-solving.	Frequently avoids tasks, requires close supervision, and does not seek solutions.
Knowledge of Work/Job Skill Level	Demonstrates strong knowledge of job duties and regularly applies required skills independently.	Occasionally requires assistance or clarification to complete tasks.	Frequently requires assistance or detailed instruction to complete tasks.
Planning and Organizing	Consistently plans and organizes work to achieve goals efficiently; maintains an orderly workspace.	Sometimes struggles with planning and organization; workspace may be disorganized.	Frequently fails to plan or organize effectively; workspace is consistently disorganized.

Classified Employee Evaluation Rubric			
Criteria	Proficient	Developing Proficiency	Not Proficient
Quality of Work	Consistently produces accurate, high-quality work with minimal need for revision.	Sometimes produces accurate work but may require revision.	Frequently produces inaccurate or unsatisfactory work that requires significant revision.
Quantity of Work	Consistently completes work thoroughly, accurately, and on time.	Sometimes completes work promptly and thoroughly.	Frequently completes work slowly and/or produces low amounts of work.
Relationships with Others	Works cooperatively with colleagues, accepts supervision, and contributes as an effective team member.	Sometimes has difficulty working cooperatively or accepting supervision.	Frequently demonstrates poor cooperation and/or difficulty accepting supervision.
Relationships with Students	Consistently demonstrates courtesy, respect, and tact with students.	Sometimes has difficulty maintaining courtesy, respect, or tact with students.	Frequently demonstrates difficulty maintaining courtesy, respect, or tact with students.
Safety/Health Practices	Consistently follows safety/health rules and uses protective equipment appropriately.	Sometimes fails to follow safety/health rules or use protective equipment.	Frequently disregards safety/health rules or fails to use protective equipment, creating unsafe conditions.
Working Regulation Compliance	Consistently follows board policies, regulations, and departmental procedures.	Sometimes fails to consistently follow policies, regulations, or procedures.	Frequently disregards policies, regulations, and procedures.

Evaluator's Recommendation (Select One)	
•	Continue Employment
•	Continue Employment with Specific Goals
•	Continue Employment with Plan of Assistance
•	Move to Regular Status
•	Terminate Employment
•	Other: _____
•	

Printed Name of Employee

***Employee's Signature**

Date Signed

Printed Name of Rater

Rater's Signature

Date Signed

* Employee's signature signifies reading the material to be filed and does not necessarily indicate agreement with its content.

Self-Reflection Form	
Name:	
Date:	
Signature:	
Looking Back	
Question	Response
What are some of your proudest accomplishments during this review period?	
What new learnings or questions have emerged during this review period?	
Looking Ahead	
Question	Response
What aspects of your knowledge, skills, or job performance would you most like to develop or enhance?	
What aspects of your knowledge, skills, or job performance would you most like to develop or enhance?	

Goal Setting Form	
Name:	
Job Title:	
Location:	
Principal:	
Date:	
Goals to be achieved during the evaluation period:	
Goal 1:	
Goal 2:	
<ol style="list-style-type: none"> 1. Performance goals are designed to encourage professional growth and improve job skills and job performance. 2. The Principal will approve all performance goals. 3. Progress toward meeting one's performance goals will be considered during evaluations. 4. Performance goals will pertain to some aspect of one's job responsibilities and/or professional growth. 5. Performance goals should be written so progress can be measured and within the limits of what the employee can control. 	

Classified Evaluation Handbook

The District and the Oregon School Employees Association (OSEA) hereby acknowledge and agree to the following:

The District and OSEA have agreed to the **Classified Evaluation Handbook dated December 16, 2025**, which shall be implemented and become effective **January 1, 2026**.

The District and OSEA agree to complete performance evaluations for the **2025–2026 school year on paper**. The District will add the evaluation process to the **Perform** system. Once added to Perform, the District will provide training to administrators and classified employees prior to implementation.

The District and OSEA agree to **annually review** the current evaluation process.

The District and OSEA further agree to form a **joint committee** to create and maintain an evaluation process for bargaining unit members. The evaluation process shall:

- Utilize current technology,
- Be applicable to all OSEA positions, and
- Provide relevant feedback to improve job performance and determine future employment with the District.

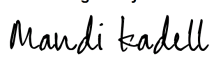
The **OSEA President** shall appoint OSEA committee members. The committee shall consist of an **equal number of OSEA members and District representatives**. The committee shall meet **monthly** to establish the evaluation process and shall meet **annually** thereafter to review the process.

This agreement represents the full understanding of the parties regarding the Classified Evaluation Handbook.

Signed this 16th day of December, 2025.

Signed by:

 12/18/2025
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Human Resources

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 1/5/2026
C388376ABC E14DA
OSEA Chapter 98 President

Signed by:

 1/5/2026
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Superintendent

OSEA Field Representative