

# Overview of the New FWESP Evaluation and Process

October 2020



EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.

# Outcomes



FEDERAL WAY  
PUBLIC SCHOOLS

Each Scholar:  
A voice. A dream.  
A **BRIGHT** future.

1. **Workload Updates – David Brower**
2. Connect our work to the **Strategic Plan**
3. Understand the importance of having a **growth mindset**
4. Learn about:
  - ✓ the new evaluation **process**
  - ✓ the **structure** of the new **evaluation** and **rubric**
4. Using **Pivot**
5. **Self-Assessment** and **Next Steps**
6. **Q & A**

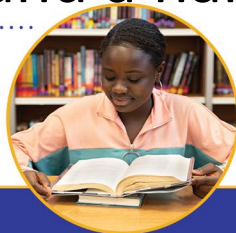
# Workload Updates

- Section 9.13 - In the event that concerns arise regarding workload, each employee, **at the request of the employee or supervisor, should meet with the supervisor to establish priorities and otherwise address workload concerns.** The intent of this meeting is to reach a shared understanding of work priorities and what work can reasonably be accomplished within the regular work hours
- What do you do when they know you have a large project coming up, that is on a deadline, and they know they won't be able to complete other work?



# Compensation Reminders

- Official Transcripts for Education stipend for AA or BA must be submitted to HR by October 25 (Need only do it once)
- If you don't have BA, you can be reimbursed up to \$200 for completed credit-bearing classes at an accredited college or university.
- Section 10.1 - **All overtime work must be authorized** by the supervisor prior to the work being done. Approval of overtime and documentation of overtime will be in accordance with procedures established by the Association and District.
- Paid at time and a half or comp time



# Compensation Summary

- You must be paid for all hours worked
- OT must be approved
- Workload concerns need to be addressed with your supervisor



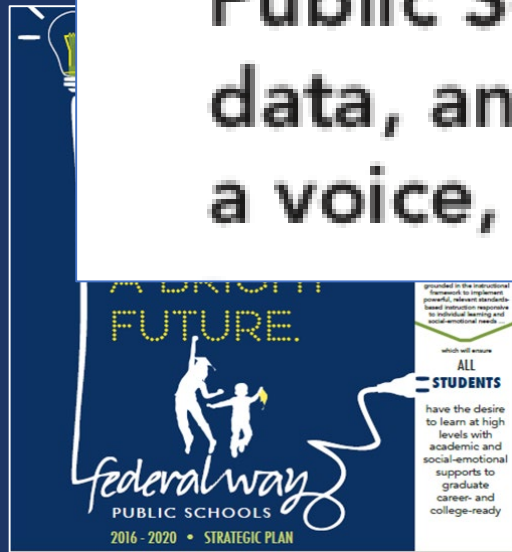
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## OUR MISSION

In an environment of high expectations and strong support, and no excuses, Federal Way Public Schools will connect data, and collaborate to ensure every student has a voice, a dream, and

## OUR CORE BELIEFS


- We believe that EVERY scholar can learn at the highest level.
- We believe that race, socioeconomic status, language, cultural background, and other exceptionalities should not be predictors of student achievement.
- We believe that our scholars must have voice, see themselves in their schooling, and be connected to the adults that teach them.
- We believe that what we do in the classroom every day has the greatest impact on student learning.
- We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
- We believe that we must intentionally collaborate and use data as a guide to improve our practice.
- We believe that our families are critical partners in each child's learning.






## FEDERAL WAY PUBLIC SCHOOLS

Each Scholar:  
A voice. A dream.  
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**EACH  
SCHOLAR:  
A VOICE.  
A DREAM.  
A BRIGHT  
FUTURE.**



*federal way*  
PUBLIC SCHOOLS  
2016 - 2020 • STRATEGIC PLAN

**CENTRAL OFFICE**  
If the school district engages families and community as partners, and all school offices have teachers' practice evidence-based, responsive, coordinated and aligned systems of support to schools.

**PRINCIPALS**  
When ALL principals will, as instructional leaders, create a culture in support of professional learning and learning by providing differentiated professional development, targeted feedback, and alignment of resources in response to the needs of teachers and support staff.

**TEACHERS & SUPPORT STAFF**  
which will support ALL teachers and support staff to incorporate a growth mindset grounded in the instructional leadership to implement, provide, and sustain evidence-based instruction responsive to individual learning and social-emotional needs.

which will ensure  
**ALL STUDENTS**  
have the desire to learn at high levels with academic and social-emotional supports to graduate career- and college-ready.

## Our Pillars

*Capabilities we must develop to nurture effective instruction and a mission-focused empowering organizational infrastructure*

### 1 Standards-Aligned Culturally Responsive Teaching-&Learning

Our first Pillar is about **TEACHING-&LEARNING**, the most important function of our organization. We will ensure that all scholars have access to challenging, on-standard curriculum, and that instructional strategies are differentiated to meet the individualized learning needs of each scholar. Our instructional practices will reflect our scholars' prior knowledge and cultural and linguistic backgrounds.

### 2 Safe Climate and Strong Relationships with Families and Community

Our second Pillar recognizes that **"SCHOOLS CAN'T DO IT ALONE."** Therefore, we will embrace parents, caregivers, and the entire Federal Way community as vital partners in the education of all our scholars. We will nurture trust and mutual respect among home-school-community through shared responsibility for student success, proactive communication, and meaningful stakeholder voice.

### 3 Effective, Caring, Culturally Competent Teachers, Leaders & Staff

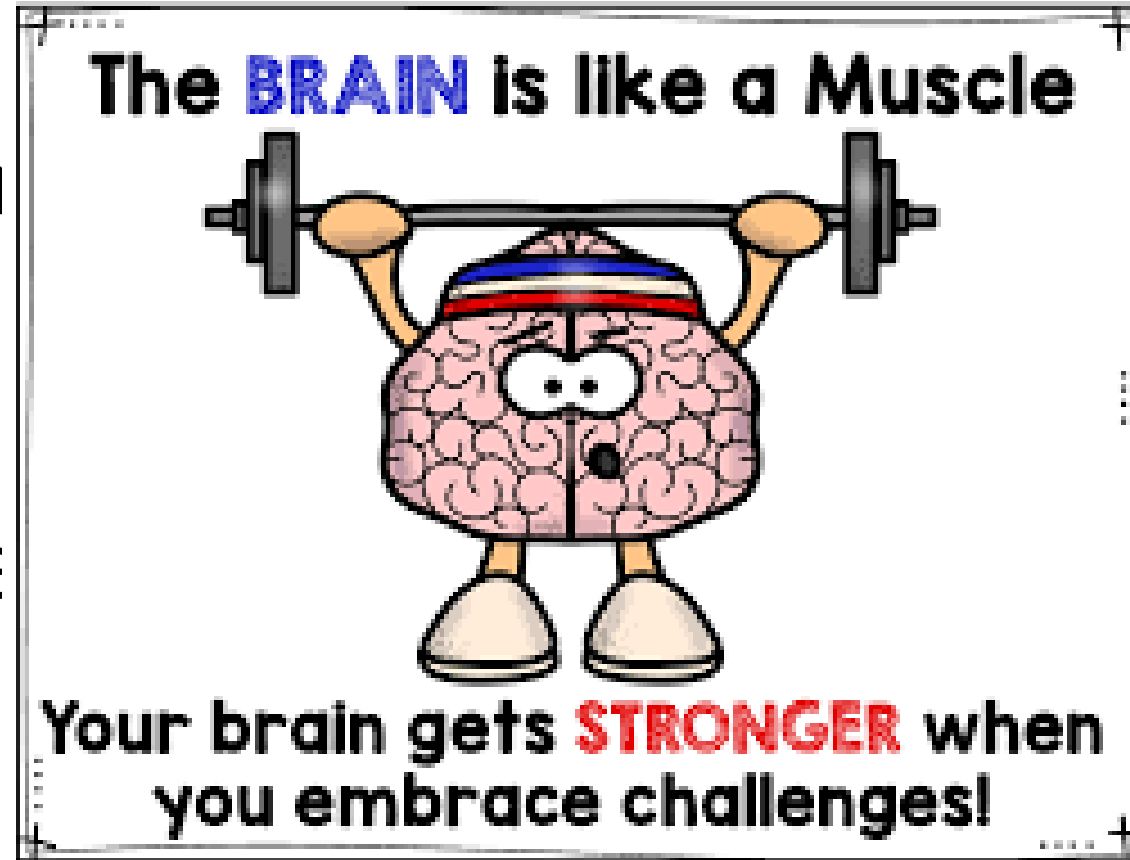
Our third Pillar focuses on **INVESTING IN PEOPLE**. It emphasizes the importance of attracting, developing, and retaining talented and committed staff in every part of our school system, so that Federal Way Public Schools is the place where great talent chooses to work. We will establish clear standards of professional practice and accountability, and we will provide opportunities for differentiated continuous learning for teachers, leaders, and staff.

### 4 Data-Informed Continuous Improvement

Our fourth Pillar is about **"MANAGING THE WHOLE"** in ways that foster alignment, disciplined implementation, and a focus on our mission at every level. We will make decisions based on fact, not opinion. Furthermore, we will use frequent and timely assessments to adjust teaching, learning, and leadership, and we will promote continuous improvement as an ethic throughout our school system.

# Growth Mindset

“You have  
becoming  
better every  
time.”



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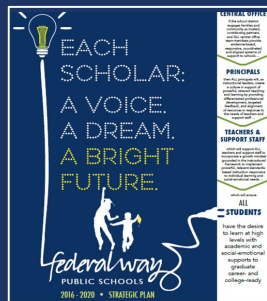




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# Growth Mindset lives in our Strategic Plan



## OUR

# 3

## Effective, Caring, Culturally Competent Teachers, Leaders & Staff

Our third Pillar focuses on **INVESTING IN PEOPLE**.

It emphasizes the importance of attracting, developing, and retaining talented and committed staff in every part of our school system, so that Federal Way Public Schools is the place where great talent chooses to work. We will establish clear standards of professional practice and accountability, and we will provide opportunities for differentiated continuous learning for teachers, leaders, and staff.

- We believe in the high potential of every student.
- We believe in the power of language and exceptional students.
- We believe in the voice of every student and every staff member.
- We believe in the power of every learner.
- We believe in the power of every learner and every staff member.
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# The FWEA-ESP CBA Supports **Growth Mindset!**

## **PREAMBLE Truths:**

1. Every person has worth.
2. Staff must feel valued.
3. It's safe to be yourself.
4. People flourish where there is an open dialogue.
5. Where there is ownership, there is commitment.
6. Every person flourishes where there is an awareness and acceptance to growth and change.
7. Respect for ideas/concepts is necessary.
8. Respect for examining/ideas is essential.
9. Professionalism is expected.
10. Learning is lifelong.
11. We value the unique and diverse perspectives, experiences, and cultural identities of our staff, students, and community.
12. We must dismantle institutional racism in a collaborative and intentional manner and commit to address intentional and unintentional bias.



# Employee Growth Drives the Evaluation Process!

## OLD

- Supervisor Driven
- Timelines

## NEW

- Employee Driven
- Reflecting
- Self-Assessing using Rubric
- Mid-Year Formative
- End of Year



# Process of Developing the Evaluation and Rubric

**WHO:** Michelle Hayes, Office Manager @ Kilo  
Piper Marker, Office Manager @ Mark Twain  
Xenia McGowan, Data Secretary @ Decatur  
Erika Rudnicki, Principal @ Valhalla  
Martin Boonstra, LIO  
Alisa DeSart, Exec. Director of Evaluation and Leadership Development

**WHEN:** 7 meetings, January – June 2020

**REVIEWED and APPROVED:** Dr. Pfeiffer, David Brower and FWEA



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# FWEA–ESP Evaluation Process:

## ARTICLE XVIII - Evaluation

During the 2018-2019 school year a Joint Evaluation Committee, consisting of at least three Association members and three district representatives will meet to develop a revised evaluation tool and process for implementation during the 2019-2020 school year. The process will, at a minimum, include the following:

- **Self -assessment and goal setting** by the employee;
- **A goal setting conference** with the supervisor held by October 31 or within twenty (20) working days of hire for all employees covered by this agreement;
- **A mid-year formative evaluation conference;**
- **A summative evaluation conference** no later than August 15 for year-round employees or June 1 for less than 12-month employees;
- **An evaluation tool that accurately aligns to the work of employees and uses a four-point scale for performance rating based on observed evidence.**

The revised process and tool will be presented to Labor Management Committee for adoption into the contract, replacing and/or amending Article 18 and Appendix C.



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# Evaluation Process for FWEA-ESP Staff

## August – September

- Review evaluation process and complete self-assessment

**By October 31<sup>st</sup>** *working with FWEA to amend LOA language to extend goal setting due date to the end of November for this year only.*

- Hold goal-setting conference

## Mid February

- Mid-year formative evaluation conference

**By June 1 for <12 month**

**By August 15 for 12 month**

- Year-end evaluation conference



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FWEA – ESP  
EVALUATION PROCESS

AUGUST - SEPTEMBER:

1. Supervisor reviews the evaluation process, forms (rubric, goal-setting & PDF self-assessment), and online evaluation system with FWESP employee(s) prior to the employee completing self-assessment and prior to the goal setting conference.
2. FWESP employee completes a **self-assessment** of their evaluation. Based on the results of their self-assessment, and their most recent evaluation, FWESP employee identifies indicators of competencies where there is the most room for growth.

BY OCTOBER 31<sup>st</sup> (or within 20 working days of hire):

3. Supervisor and FWESP employee hold a **Goal Setting Conference** to create a shared understanding of expectations for indicators and competencies and to define goal(s) for the school year.

FEBRUARY (mid):

4. Supervisor scores each indicator and competency in the FWESP employee **mid-year formative evaluation** where evidence is sufficient to score. The Overall Performance Rating is not calculated at the Mid-Year and comments are optional on the mid-year formative evaluation; however, if the Overall Performance Score would be a "1" or "2" or there are indicators then comments are required. For indicators where there is no evidence, supervisor and evaluator will discuss and work together to determine how evidence will be captured for the second half of the year.
5. Supervisor and FWESP employee hold a **Mid-Year Formative Conference** to review the Formative Evaluation. Next steps for employee growth are included in the mid-year formative evaluation.
6. The Formative Evaluation does not go into the FWESP employee's personnel file but is used as formative feedback and planning between the FWESP employee and supervisor and stays in the supervisor's working file.

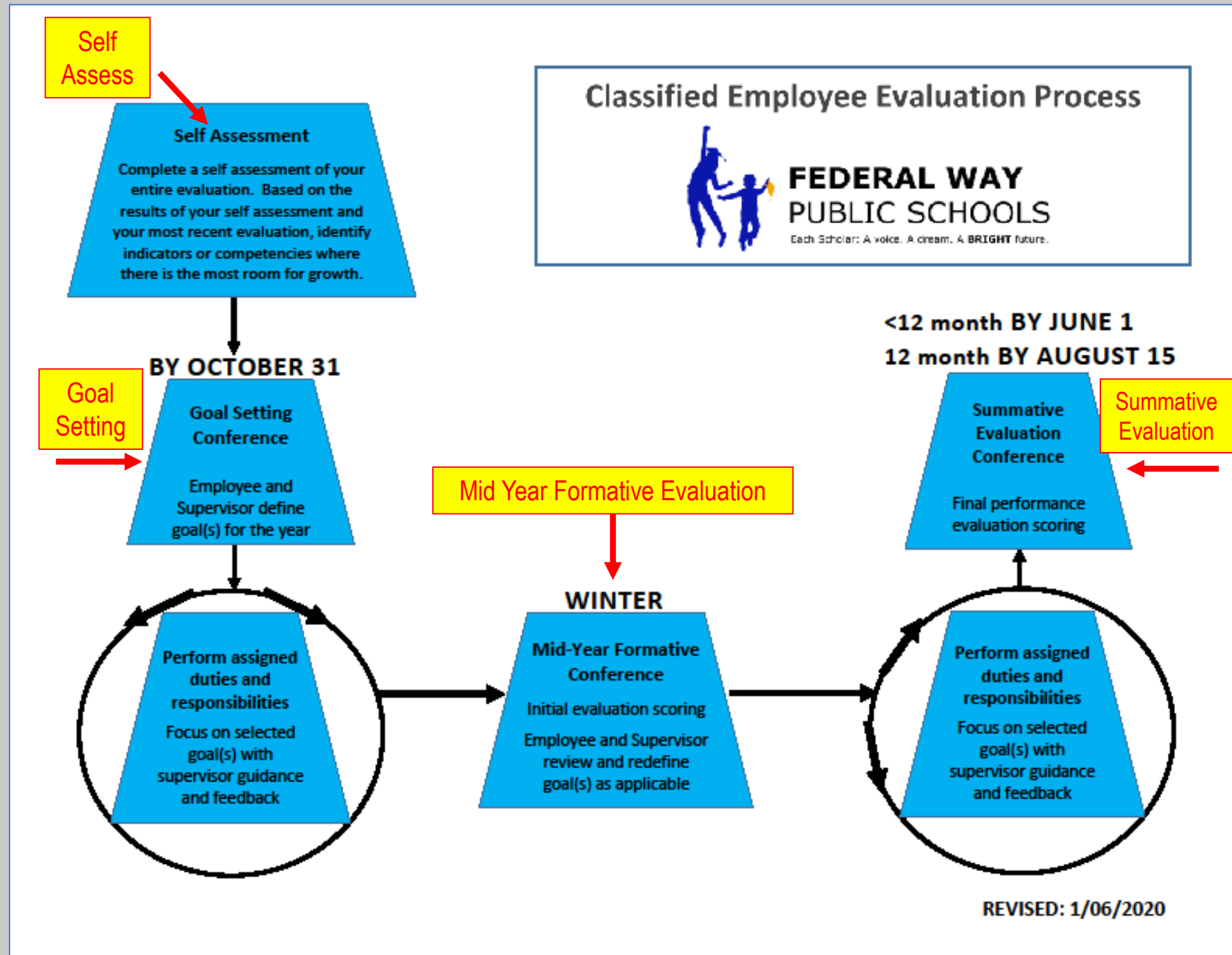
BY JUNE 1<sup>st</sup> <12 month employees:

BY AUGUST 15<sup>th</sup> 12 month employees:

7. Supervisor reviews the evidence of competencies and goal completion. Supervisor scores each indicator and competency in the FWESP employee's **Year-End Evaluation** based on observations and evidence of work performance and growth over time.
8. Supervisor shares the final evaluation with the FWESP employee at the **Year-End Evaluation Conference**.
9. Upon completion of the Year-End Evaluation Conference, the employee and supervisor sign the evaluation.



# Evaluation Process for FWESP Office Staff



# Evaluation Structure



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Employee Name:  Click or tap here to enter text.  
 Evaluator Name:  Click or tap here to enter text.      Date:  Click or tap here to enter text.

Type of Evaluation:       Formative (Mid-Year)       Summative (End of Year)

**PERFORMANCE EVALUATION INSTRUCTIONS**

For each competency, refer to the mark that best describes the employee's performance where evidence is sufficient to score. Comments are optional except for competencies with a rating of "1". The Overall Performance Rating is only calculated on the Summative Evaluation. The Overall Performance rating is calculated by totaling the ratings of each competency.

RATING SCALE	DEFINITION
4 = Exceeds Expectations	All of "Meets Expectations" and in addition consistently exceeds job requirements. Contributes well beyond job demands. Solves initiative in development and implementation of challenging work goals. Each project or job is completed on time. Thinks beyond details of the job, working toward and beyond the job.
3 = Meets Full Expectations	Performance is what is expected of a truly qualified and experienced person in this position. All competencies and indicators are met fully. Job well done. Errors are minimal and seldom repeated. Requires normal supervision and follow-up. Almost always completes work and/or projects on schedule.
2 = Meets Basic Expectations	Competencies are generally met but full results are not yet totally achieved. Occasionally falls short of consistently meeting competency indicators and/or standards. Some performance aspects were met partially, incomplete, or not up to expectation. Employee is continuing to learn aspects of the position.
1 = Unsatisfactory	Competencies are consistently not met. Employee consistently fails to meet competency indicators. Needs significant improvement. Excessive attention by supervisor is required. A plan of support is required.

Rating Scale

# Overall Structure

- Rating Scale:
  - Exceeds Expectations
  - Meets **Full** Expectations
  - Meets **Basic** Expectations
  - **Unsatisfactory**
- Competencies
- Indicators

<p><b>School Psychologist Job Description:</b> School Psychologists provide case consultation on psycho-educational issues for all children. They function as facilitators for special education evaluations of students who, for various reasons, are not succeeding in the school environment and have a suspected disability. As part of evaluation team psychologists assess students in areas for which they are exclusively trained: cognitive, adjustment, social skills, and assessment team in drawing conclusions and providing recommendations based on data engendered from the team evaluation.</p>	1 = Unsatisfactory	2 = Meets Basic Expectations	3 = Meets Full Expectations	4 = Exceeds Expectations
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Competency

**COMPETENCIES:**

<p><b>Competency 1: Data-Based Decision Making and Accountability</b></p> <ul style="list-style-type: none"> <li>• Collects data from multiple sources and uses ecological factors as the context for all assessment and intervention decisions.</li> <li>• Uses assessment data to understand students' challenges and/or disabilities and to inform evidence-based instructional, mental, and behavioral health services.</li> <li>• Conducts valid and reliable assessments, for the purpose of, identifying student's eligibility for special education services.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Indicators

Comments:

<p><b>Competency 2: Consultation and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Uses a consultative problem-solving process for planning, implementing, and evaluating instruction, and connecting with mental and/or behavioral health services.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# Step 1

# Competencies

**Resources:** FWPS Strategic Plan, FWESP Job Descriptions, Former Evaluation and the Education Support Professionals Professional Growth Continuum

## LEVEL 4:

- District Receptionist
- Secretary Generalist: ELL, Elementary, Middle and High
- Attendance Secretary: Middle and High
- Library Assistant: Elementary and Middle
- Mailroom and Order Processing Clerk

## LEVEL 5:

- Data/Attendance Secretary: *Elementary*
- Data Secretary: *Middle and High*
- Secondary Financial Secretary
- Clock Hour Program Manager
- Human Resources Assistant
- Secretary II

## LEVEL 6:

- Coordinator of Office Operations (Office Manager): Unique Programs: Equity and Achievement, Title I & LAP, Traffic Safety, and CTE
- Office Manager: Central Admin
- Office Manager: Elementary
- Office Manager: Middle
- Office Manager: High School

**Step 1**

# Competencies

---

Communication

---

Cultural Competency

---

Organization

---

Ethics and Professionalism

---

Technology

---

Health and Safety



# Indicators

**INDICATORS** = Examples or descriptors of performance for each Competency

## Competency 1: Communication

- Communicates in a professional, timely and efficient manner
- Manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner
- Engages and Responsive to students, staff, families, visitors and community



# Indicators

**INDICATORS** = Examples or descriptors of performance for each Competency

## Competency: 2 Cultural Competency

- Follows district policies regarding Race and Equity (0200) and Rights and Responsibilities (3000)
- Builds Relationships of mutual respect and seeks to understand diverse perspectives
- Works collaboratively with members of racially and culturally diverse groups
- Demonstrates cultural competence in interactions with students, families, staff and community



# Indicators

**INDICATORS** = Examples or descriptors of performance for each Competency

## Competency 3: Organization

- Follows established procedures for collecting, accessing and maintaining information (files, processes and reports) within work duties
- Follows all procedures to manage administrative and fiscal functions (if applicable)



# Indicators

**INDICATORS** = Examples or descriptors of performance for each Competency

## Competency 4: Ethics and Professionalism

- Works collaboratively with peers and administrators
- Follows the laws, district policies and procedures related to ethical behavior and confidentiality



# Indicators

**INDICATORS** = Examples or descriptors of performance for each Competency

## Competency 5: Technology

- Operates computer, standard office equipment and/or other digital devices and platforms required for job duties
- Uses and manages district-approved, job-related programs and online systems





# Indicators

**INDICATORS** = Examples or descriptors of performance for each Competency

## Competency 6: Health and Safety

- Follows basic safety, first aid and Occupational Safety and Health Administration (OSHA) information
- Maintains security and safety with regard to school visitors in the building/department
- Follows emergency procedures and fulfills assigned and designated functions during practice and emergency situations

# ***What is a Rubric?***

A scoring guide that helps the employee and supervisor understand what each competency and indicator should look like for each level of performance.

*one*



THE EARLY YEARS

*two*



WHOLE CHILD

*three*



ACTIVE LEARNERS

*four*



CONTENT-AREA  
COMPETENCE

*five*



PERSISTENCE TO  
GRADUATION

# Levels of performance (rating scale)



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Unsatisfactory

Basic

Meets Full  
Expectations

Exceeds  
Expectations

## Exceeds Expectations

- All of “Meets Expectations” and in addition consistently exceeds job requirements.
- Contributes well beyond job demands.
- Seizes initiative in development and implementation of challenging work and goals.
- Thinks beyond details of the job, working toward the overall goals of the component.



*But, what does **BASIC,**  
**MEETS FULL** and  
**EXCEEDS EXPECTATIONS**  
look like in my role?*

*one*



THE EARLY YEARS

*two*



WHOLE CHILD

*three*



ACTIVE LEARNERS

*four*



CONTENT-AREA  
COMPETENCE

*five*



PERSISTENCE TO  
GRADUATION

# Basic to Full to Exceeds

COMPETENCY 1: Communication				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
<b>Communicates in a professional, timely and efficient manner</b>	Does not communicate in a professional, timely and efficient manner.	Communicates in a professional, timely and efficient manner but <b>relies on one method of communication or requires support or reminders.</b>	Communicates in a professional, timely and efficient manner, <b>uses more than one method of communication</b> in a timely and professional manner and <b>considers the language of the family.</b>	Communicates in a professional, timely and efficient manner, uses <b>multiple methods of communication</b> in a timely and professional manner and considers the language of the family. In addition, <b>demonstrates the ability to de-escalate situations of a challenging nature.</b>
<b>Manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner</b>	Does not manage all verbal and written information pertaining to job responsibilities.	Manages verbal and written information pertaining to job responsibilities but <b>requires support or reminders</b> in a timely manner.	<b>Consistently manages</b> all verbal and written information pertaining to job responsibilities in a timely and efficient manner	Consistently manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner and <b>serves as a mentor for others.</b>
<b>Engages and Responsive to students, staff, families, visitors and community</b>	Does not engage or is not responsive to students, staff, families, visitors and community.	Engages and responds to students, staff, families, visitors and community but <b>requires support or reminders.</b>	Engages and responds to students, staff, families, visitors and community <b>and acts as a liaison</b> between the school/department and community.	Engages and responds to students, staff, families, visitors and community and acts as a liaison between the school/department and community and <b>serves as a model for others.</b>

# Basic to Full to Exceeds

COMPETENCY 3: Organization				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
Follows established procedures for collecting, accessing and maintaining information (files, processes and reports) within work duties	Does not follow established procedures for collecting, accessing and maintaining information (files, processes and reports) within work duties.	Follows established procedures for collecting, accessing and maintaining information (files, processes and reports) within work duties <b>but requires support or reminders.</b>	Follows established procedures for <b>accurately</b> collecting, accessing and maintaining information (files, processes and reports) within work duties. <b>Anticipates information and reports required by stakeholders.</b>	Follows established procedures for accurately collecting, accessing and maintaining information (files, processes and reports) within work duties. Anticipates information and reports required by stakeholders <b>and analyze systems and procedures to suggest and/or implement improvements.</b>



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## Completing a Self Assessment

# CBA Preamble Truths Aligned to Self Assessment

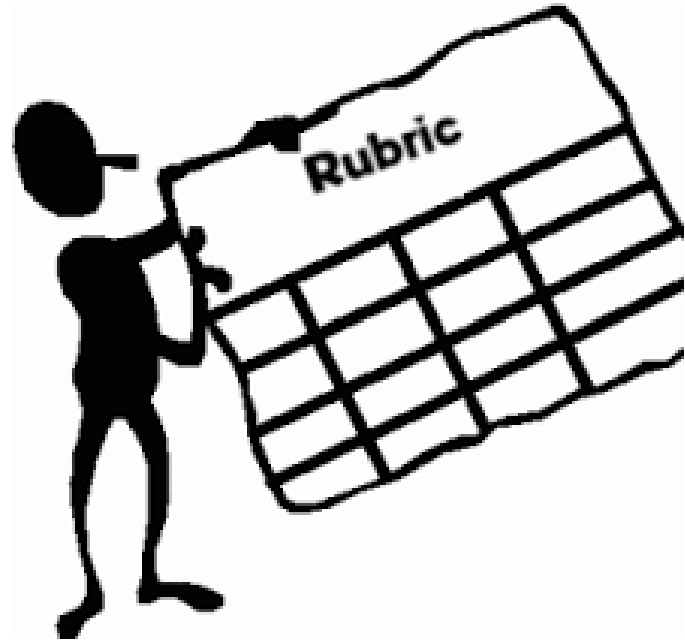
- Where there is ownership, there is commitment.
- Every person flourishes where there is an awareness and acceptance to growth and change.
- Learning is lifelong.



# Self Assess



ESP OFFICE/CLERICAL EMPLOYEE  
PERFORMANCE EVALUATION RUBRIC  
Federal Way Public Schools



COMPETENCY 1: Communication				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
<b>Communicates in a professional, timely and efficient manner</b>	Does not communicate in a professional, timely and efficient manner.	Communicates in a professional, timely and efficient manner but relies on one method of communication or requires support or reminders.	Communicates in a professional, timely and efficient manner, uses more than one method of communication in a timely and professional manner and considers the language of the family.	Communicates in a professional, timely and efficient manner, uses multiple methods of communication in a timely and professional manner and considers the language of the family. In addition, demonstrates the ability to de-escalate situations of a challenging nature.
<b>Manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner</b>	Does not manage all verbal and written information pertaining to job responsibilities.	Manages verbal and written information pertaining to job responsibilities but requires support or reminders in a timely manner.	Consistently manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner	Consistently manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner and serves as a mentor for others.
<b>Engages and Responsive to students, staff, families, visitors and community</b>	Does not engage or is not responsive to students, staff, families, visitors and community.	Engages and responds to students, staff, families, visitors and community but requires support or reminders.	Engages and responds to students, staff, families, visitors and community and acts as a liaison between the school/department and community.	Engages and responds to students, staff, families, visitors and community and acts as a liaison between the school/department and community and serves as a model for others.



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# *I completed a self-assessment.*

## *What's next?*

*one*



THE EARLY YEARS

*two*



WHOLE CHILD

*three*



ACTIVE LEARNERS

*four*



CONTENT-AREA  
COMPETENCE

*five*



PERSISTENCE TO  
GRADUATION

# Goal Setting



**EMPLOYEE GOAL SETTING FORM**  
 (Non-Rep, NON-CEL Certificated, E-START and FWESP)  
 Federal Way Public Schools

Employee Name: \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
 Job Title: \_\_\_\_\_ School Year: \_\_\_\_\_

**GOAL TEMPLATE**

Strategic Plan Goal: *What Strategic Plan Goal is aligned to your professional goal?*

Professional Goal: *After completing a self-assessment using your evaluation and rubric (rubric as applicable), identify a skill, strategy, and/or behavior that is required for you to successfully grow your work performance.*

Actions: *What specific actions are required to achieve your goal?*

Indicators of Success: *How will you know you are successful (what metrics will you use – qualitative and/or quantitative)?*

Resources and/or Support Needed: *What resources and/or support will you need to accomplish your goal?*

portunity to share with the

als for your school,  
ies make up the bulk of your

/or the [District Strategic](#)

c (rubric as applicable),  
successfully grow your work

Indicators of Success: *How will you know you are successful (what metrics will you use – qualitative and/or quantitative)?*

Resources and/or Support Needed: *What resources and/or support will you need to accomplish your goal?*

**GOAL #1**

Strategic Plan Goal:  
 Professional Goal:  
 Actions:  
 Indicators of Success:  
 Resources and/or Support Needed:

**GOAL #2**

Strategic Plan Goal:  
 Professional Goal:



THE EARLY YEARS



WHOLE CHILD



ACTIVE

***If I am only focusing on 1 – 3 goals for the school year, am I still evaluated on all competencies and indicators within my evaluation?***

**Yes.**

***FWEA-ESP Evaluation Process:***

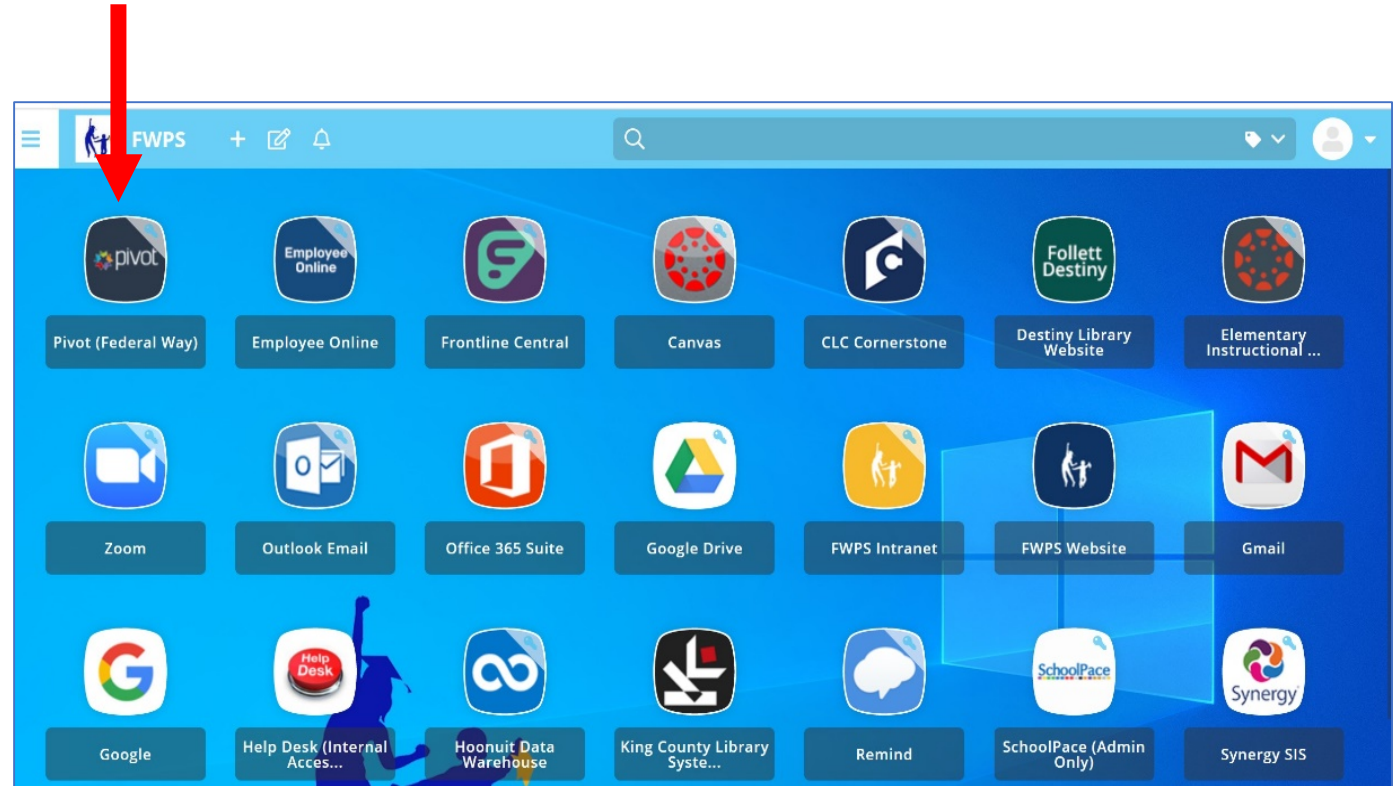
**Supervisor reviews the evidence of competencies and goal completion. Supervisor scores each indicator and competency in the FWESP employee's Year-End Evaluation based on observations and evidence of work performance and growth over time.**

# Accessing Pivot



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# Levels of Performance and Rating Scale

Unsatisfactory =  
1 point

Basic =  
2 points

Meets Full  
Expectations =  
3 points

Exceeds  
Expectations =  
4 points

- Each indicator is assigned a level of performance: UNS, BSC, MFE or EE
- Each competency is given an overall level of performance/score based on the indicator levels within each competency: 1, 2, 3 or 4
- The 6 competency scores are totaled to reach an overall evaluation score



# Overall Evaluation Point Range

- **Unsatisfactory** = 6 – 9 total points
- **Basic** = 10 – 15 total points
- **Meets Full Expectations** = 16 – 21 total points
- **Exceeds Expectations** = 22 – 24 total points

Use the *chat box* to ask a question



EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.

# Thank you!



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