



*Washoe County
School District*

MyPGS



Washoe County
School District

Professional
Growth Systems

WCSD

Education Support Personnel
(ESP)

Performance Standards

Washoe County School District ESP Performance Standard

WCSD Education Support Professional Performance Standards			
STANDARD 1 Planning & Process Implementation	STANDARD 2 General Work Performance	STANDARD 3 Communication & Collaboration	STANDARD 4 Professional Responsibility
1a. Organization: The employee manages time, plans/organizes tasks, and maintains an organized work area.	2a. Quality of Work: The employee understands and follows job-specific standards, policies, processes, and procedures.	3a. Communication Skills: The employee communicates in a clear and professional manner.	4a. Attendance and Punctuality: The employee exhibits regular, punctual attendance at work and work activities, and is timely in attending meetings and honoring schedules.
1b. Flexibility: The employee readily accepts new or changing conditions and makes necessary adjustments to work assignments.	2b. Work Knowledge and Skills: The employee understands all aspects of the job and possesses knowledge and skills necessary to perform the job.	3b. Relationships with and Service to Stakeholders Including Parents, Students, Staff, and Community Members: The employee strives to meet the needs of stakeholders in a courteous and respectful manner.	4b. Compliance with Laws and Policy: The employee adheres to federal/state laws and regulations pertaining to employment and education, District policies and regulations, and department or school policies.
1c. Promotes and Supports School/Department Goals: The employee promotes and supports school/department goals.	2c. Job Safety: The employee maintains an orderly work area and adheres to safety procedures and protocols.	3c. Receiving Feedback: The employee listens and responds to feedback in an appropriate manner.	4c. Utilization of Resources: The employee utilizes all available resources within their job duties to maximize effectiveness.
1d. Initiative/ Innovation: The employee demonstrates innovative thinking and initiative in the performance of job responsibilities.	2d. Problem Solving and Decision Making Skills: The employee displays the ability to address a range of problems in an effective manner, demonstrating appropriate decision making.		4d. Confidentiality: The employee maintains the integrity of confidential information related to all stakeholders including students, families, colleagues, and/or the District.
			4e. Commitment to Students: The employee understands his/her roles and responsibilities and how they contribute to student achievement.

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Standard 1				
Planning and Process Implementation				
The Education Support Professional develops and coordinates plans and activities for the achievement of school/department goals.				
INDICATOR	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>1a. Organization: The employee manages time, plans/organizes tasks, and maintains an organized work area.</p>	<ul style="list-style-type: none"> • Rarely manages time and/or plans/organizes tasks effectively; • Rarely meets deadlines 	<ul style="list-style-type: none"> • Inconsistently manages time or plans/organizes tasks effectively; • Inconsistently meets deadlines 	<ul style="list-style-type: none"> • Consistently manages time and plans/organizes tasks effectively; • Consistently meets deadlines on a timely basis 	<ul style="list-style-type: none"> • Always manages time effectively; • Demonstrates long-range planning/organization; • Always meets deadlines on a timely basis, ahead of schedule whenever possible
<p>1b. Flexibility: The employee readily accepts new or changing conditions and makes necessary adjustments to work assignments.</p>	<ul style="list-style-type: none"> • Responds to minor interruptions in the work routine, temporary changes, or unanticipated work requirements with difficulty, resulting in reduced productivity; • Demonstrates actions that show resistance to change 	<ul style="list-style-type: none"> • Occasionally responds to minor interruptions in the work routine, temporary changes, or unanticipated work requirements with difficulty, resulting in reduced productivity; • Occasionally demonstrates actions that show resistance to change 	<ul style="list-style-type: none"> • Consistently anticipates and deals effectively with interruptions or changes in the work routine; • Consistently accepts challenges and adjusts efficiently to unanticipated demands and work requirements; • Consistently demonstrates actions that show timely implementation of change 	<ul style="list-style-type: none"> • Demonstrates exceptional ability to anticipate and embrace changes and interruptions in the work routine • Demonstrates leadership by helping co-workers understand and accept challenges
<p>1c. Promotes and Supports School/Department Goals: The employee promotes and supports school/department goals.</p>	Lacks awareness of or disregards school/department goals	Shows limited understanding of school/department goals	Consistently understands and adheres to school/department goals	Proactively seeks opportunities through active involvement at the campus, department, and/or district level, to promote school/department goals

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<p>1d. Initiative/ Innovation: The employee demonstrates innovative thinking and initiative in the performance of job responsibilities.</p>	<p>Rarely suggests new ideas or takes initiative</p>	<ul style="list-style-type: none"> • Inconsistently suggests new ideas; • Inconsistently recognizes opportunities for improvement or takes appropriate action 	<p>Consistently exhibits innovative thinking and initiative by recognizing opportunities for improvement and taking appropriate action</p>	<p>Demonstrates exceptionally innovative thinking and initiative by recognizing opportunities for improvement, making suggestions for positive change, and taking appropriate action</p>
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Standard 2				
General Work Performance				
The Education Support Professional demonstrates job knowledge and skills in performing related job tasks and functions.				
INDICATOR	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>2a. Quality of Work: The employee understands and follows job-specific standards, policies, processes, and procedures.</p>	<ul style="list-style-type: none"> • Rarely, or does not, monitor processes/procedures and accuracy/quality of work; • Rarely reviews outcomes, corrects errors, and/or implements job-specific standards, policies, processes, and procedures 	<ul style="list-style-type: none"> • Inconsistently monitors processes/procedures and accuracy/quality of work; • Inconsistently reviews outcomes, correct errors, and implements job-specific standards, policies, processes, and procedures 	<ul style="list-style-type: none"> • Consistently confirms that correct processes/procedures are being followed; • Consistently follows success indicators for ensuring accuracy/quality of work; • Consistently reviews outcomes, corrects errors; • Consistently implements job-specific standards, policies, processes, and procedures with fidelity 	<ul style="list-style-type: none"> • Takes a proactive approach to improving processes/procedures • Develops success indicators for ensuring accuracy/quality of work • Always reviews outcomes and corrects all errors; • Follows up regularly with stakeholders to ensure that all job-specific strategies, processes, and procedures have been implemented with fidelity

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<p>2b. Work Knowledge and Skills: The employee understands all aspects of the job and possesses knowledge and skills necessary to perform the job.</p>	<ul style="list-style-type: none"> • Rarely, or does not, accomplish the essential functions of the job; • Does not have the required educational, functional and technical skills necessary to perform the job; • Does not use the tools or technology appropriate for a task 	<ul style="list-style-type: none"> • Inconsistently accomplishes the essential functions of the job; • Possesses limited educational, functional and technical knowledge, experience and skills necessary to perform the job; • Inconsistently uses the appropriate tools or technology for a task 	<ul style="list-style-type: none"> • Proficient in the essential functions of the job; • Seeks to enhance educational, functional and technical knowledge and skills necessary to perform the job; • Chooses appropriate tools, technology, and/or methods to effectively accomplish tasks; • Cross-trains, as appropriate, to provide backup for co-workers' job duties 	<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the job and frequently uses knowledge, experience and judgment to perform work at an exceptional level • Stays current on key technical or functional aspects of the job and sets goals to enhance knowledge and skills • Models the use of new tools, products and equipment to improve organizational or job-related performance • Easily transitions to provide coverage for cross-trained areas
<p>2c. Job Safety: The employee maintains an orderly work area and adheres to safety procedures and protocols.</p>	<ul style="list-style-type: none"> • Rarely maintains an orderly work area; • Fails to adhere to established safety procedures and protocols creating a safety risk 	<ul style="list-style-type: none"> • Inconsistently maintains an orderly work area; • Inconsistently adheres to established safety procedures and protocols; • Inconsistently uses good judgment with regard to safety and potential hazards 	<ul style="list-style-type: none"> • Consistently maintains an orderly work area; • Consistently adheres to established safety procedures and protocols; • Consistently uses good judgment with regard to safety and potential hazards 	<ul style="list-style-type: none"> • Always maintains an orderly work area; • Always adheres to established safety procedures and protocols; • Always use good judgment with regard to safety and potential hazards and removes hazards when encountered

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<p>2d. Problem Solving and Decision Making Skills: The employee displays the ability to address a range of problems in an effective manner, demonstrating appropriate decision making.</p>	<ul style="list-style-type: none"> • Rarely seeks alternative solutions for problems; • Rarely makes timely and/or independent decisions 	<ul style="list-style-type: none"> • Inconsistently seeks alternative solutions for problems; • Inconsistently makes timely and/or independent decisions 	<ul style="list-style-type: none"> • Consistently seeks alternative solutions for problems; • Consistently makes appropriate and timely decisions 	<ul style="list-style-type: none"> • Anticipates possible problems, weighs consequences, and develops contingency plans before taking action; • Always applies appropriate criteria to situations for the purpose of making independent, timely and sound decisions
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Standard 3				
Communication and Collaboration				
The Education Support Professional effectively communicates and collaborates with coworkers, supervisors, customers, and the school community.				
INDICATOR	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a. Communication Skills: The employee communicates in a clear and professional manner.	Rarely demonstrates clear and professional communication	Inconsistently demonstrates clear and professional communication	Consistently demonstrates clear and professional oral and written communication	Demonstrates an exceptional oral and written communication style to meet the needs of a variety of stakeholders
3b. Relationships with and Service to Stakeholders Including Parents, Students, Staff, and Community Members: The employee strives to meet the needs of stakeholders in a courteous and respectful manner.	<ul style="list-style-type: none"> • Rarely demonstrates courtesy to stakeholders; • Rarely, or does not, collaborate with stakeholders 	<ul style="list-style-type: none"> • Inconsistently demonstrates courtesy and respect in meeting the needs of stakeholders; • Inconsistently collaborates with stakeholders 	<ul style="list-style-type: none"> • Consistently meets the expectations of stakeholders with courtesy and respect; • Consistently collaborates with stakeholders 	<ul style="list-style-type: none"> • Meets and exceeds the expectations of stakeholders with courtesy and respect; • Fosters highly collaborative relationships with stakeholders
3c. Receiving Feedback: The employee listens and responds to feedback in an appropriate manner.	<ul style="list-style-type: none"> • Rarely demonstrates active listening skills; • Responds to feedback in a negative manner; • Rarely, or does not, participate in developing a solution 	<ul style="list-style-type: none"> • Inconsistently demonstrates active listening skills; • Sometimes responds to feedback in a negative manner; • Inconsistently participates in developing a solution 	<ul style="list-style-type: none"> • Consistently demonstrates active listening skills; • Responds to feedback in a positive manner; • Participates in developing a solution 	<ul style="list-style-type: none"> • Demonstrates exceptional active listening skills • Solicits feedback, responds in a positive manner, and strives to improve performance; • Proactive in developing a solution

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Standard 4				
Professional Responsibility				
The Education Support Professional models the core values of respect, honesty, and accountability.				
INDICATOR	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>4a. Attendance and Punctuality: The employee exhibits regular, punctual attendance at work and work activities, and is timely in attending meetings and honoring schedules.</p>	<ul style="list-style-type: none"> • Demonstrates a pattern of frequent absences and/or tardiness for work and work activities; • Seldom provides reasonable notice for absences or tardiness; • Rarely attends meetings or honors schedules 	<ul style="list-style-type: none"> • Demonstrates inconsistency in attendance and punctuality for work and work activities; • Inconsistently provides reasonable notice for absences and tardiness; • Sometimes attends meetings and honors schedules 	<ul style="list-style-type: none"> • Consistently attends and is punctual for work and work activities • Provides reasonable notice for absences or tardiness • Consistently attends meetings and honors schedules 	<ul style="list-style-type: none"> • Demonstrates exceptional attendance • Proactively plans absences and arranges coverage when needed • Flexible in dealing with meetings and schedules
<p>4b. Compliance with Laws and Policy: The employee adheres to federal/state laws and regulations pertaining to employment and education, District policies and regulations, and department or school policies.</p>	<ul style="list-style-type: none"> • Lacks awareness of or disregards applicable law, policies, and regulations; • Rarely adheres to laws, policies, and regulations 	<ul style="list-style-type: none"> • Demonstrates limited understanding and articulation of applicable laws, policies, and regulations; • Inconsistently adheres to laws, policies, and regulations 	<ul style="list-style-type: none"> • Understands and can consistently articulate applicable laws, policies, and regulations; • Consistently adheres to laws, policies, and regulations 	<ul style="list-style-type: none"> • Demonstrates exceptional knowledge of applicable laws, policies, and regulations • Proactively seeks updated knowledge of applicable laws, policies, and regulations • Always adheres to laws, policies, and regulations
<p>4c. Utilization of Resources: The employee utilizes all available resources within their job duties to maximize effectiveness.</p>	<p>Rarely utilizes, consistently wastes, or does not use available resources within their job duties</p>	<p>Inefficiently utilizes available resources within their job duties</p>	<p>Efficiently utilizes all available resources within their job duties to maximize effectiveness</p>	<p>Demonstrates exceptional use of all available resources or seeks additional resources within their job duties to ensure maximum effectiveness</p>

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<p>4d. Confidentiality: The employee maintains the integrity of confidential information related to all stakeholders including students, families, colleagues, and/or the District.</p>	<p>Withholds information or breaches confidentiality</p>	<p>Inconsistently utilizes and/or maintains the integrity of confidential information</p>	<p>Consistently utilizes and/or maintains the integrity of confidential information in an appropriate manner</p>	<p>Demonstrates exceptional professionalism in the use of confidential information</p>
<p>4e. Commitment to Students: The employee understands his/her roles and responsibilities and how they contribute to student achievement.</p>	<p>Lacks understanding of his/her roles and responsibilities and how they contribute to student achievement</p>	<p>Demonstrates limited understanding of his/her roles and responsibilities and how they contribute to student achievement</p>	<p>Consistently demonstrates understanding of his/her roles and responsibilities and how they contribute to student achievement</p>	<ul style="list-style-type: none"> • Demonstrates exceptional understanding of his/her roles and responsibilities and how they contribute to students achievement • Proactively seeks opportunities to contribute to student achievement