

2002

Development and testing of a compendium of model strategies for performance improvement of classified personnel of K-12 schools

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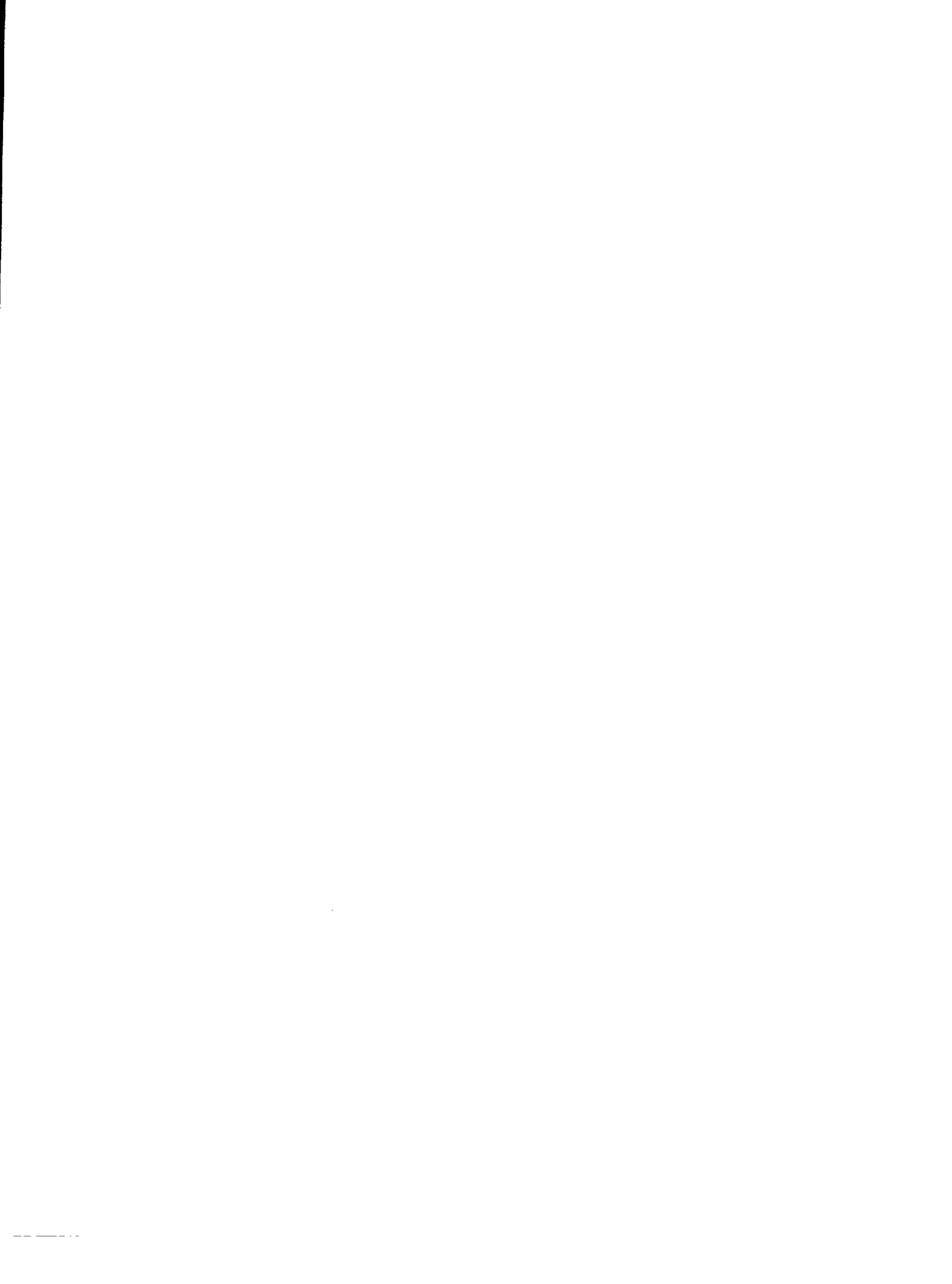
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**Development and testing of a compendium of model strategies for performance
improvement of classified personnel of K-12 schools**

by

Cassandra S. Turner

**A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of**

DOCTOR OF PHILOSOPHY

Major: Education (Educational Leadership)

**Program of Study Committee:
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Iowa State University

Ames, Iowa

2002

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has met the dissertation requirements of Iowa State University**

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For the Major Program

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CHAPTER I. INTRODUCTION

When we speak of public school improvement, the images that come into focus are strategies and techniques designed to improve the performance behaviors for teachers, students, and administrators. Studies dating as early as the 1950s addressed demands for public school improvement and continued until 1984. The results of several reports addressing the state of education in America during the 1980s urged U.S. public education to provide quality education for its students and reverse its failures. As a response to the call for improving education, continual improvement opportunities should be provided for all personnel who impact learning.

A group of employees who are continually overlooked, but play a vital role in the function of school improvement reform, are classified employees. These invaluable groups of employees are the "silent warriors" working in the field of education. Generally, classified employees consist of noncertified workers whose skills and services provide a vital link in establishing and maintaining excellence in an educational system. The successful job performance of classified employees may directly or indirectly impact the climate and perceptions of the educational process. The services and support provided by this group of employees are not restricted to any particular educational setting or organizational focus. However, classified employee performance behaviors affect areas such as student learning, teacher preparation and presentation, parent and community support, and administrative decisionmaking opportunities.

Further, the effect of classified employees' unproductive job performance behaviors are mirrored by the retracting of effective, committed, and competent performance behaviors. Excellence and quality in education may suffer if the support and services provided by classified employees are withheld, reduced, or eliminated by either the district, supervisors, or as a result of budgetary restraints.

In addition to playing a vital role in the successful function of the educational process, classified/support employees constitute the numerical majority of personnel in most school systems. Welch and Daniel (1997) contend that this group of employees makes up 31 percent or more of the full-time staff of many public schools. Included in this group of employees are secretarial and clerical personnel, instructional and library aides, paraprofessionals, media assistants, transportation staff, food service employees, plant operation, warehouse, and maintenance workers.

The numerical makeup of classified/support personnel for the two school systems under investigation consists of the following: 1) West Des Moines Community School District (550 out of 1174 employees) and 2) Camp Verde School District No. 28 (85 out of 200 employees).

Although the support and function of classified personnel is impressive, the move to add classified employees to the improvement reform is scant. Traditionally, research on performance improvement efforts emphasized strategies and standards for administrators, teachers, and students. Further study on public school reform and its links to school improvement suggest that "school improvement" was related to the role of a strong principal (Brookover, 1979; Edmonds, 1979; Rutter, 1979; Lipham, 1981).

Moreover, additional studies analyzed the tenants of school improvement and determined that success is based on the relationships of student outcome and linking that outcome to teacher performance (McGreal, 1982). The basis of school improvement efforts transcends several years and suggests a variety of methods for a complex problem, however, addressing the need to provide classified/support personnel with the opportunity to improve their job performance skills completes the circle of total quality efforts.

Background of School Improvement

The attempt to address the demands from improving public schools began in the 1950s and reached a high point in the early 1980s with the publication of *The Carnegie Report* (1983); *Action for Excellence* (1983); *Horace's Compromise: The Dilemma of the American High School* (Sizer, 1984); *A Nation at Risk: The Imperative for Educational Reform* (1984); and *A Place Called School* (Goodland, 1984).

These publications projected a common theme that indicated the American educational system for its failures to provide quality education for its students. Of these, *A Nation at Risk: The Imperative for Educational Reform*, a publication developed by the National Commission on Excellence, is quoted most frequently as the rationale to improve educational outcomes.

Fallout from this publication had a devastating effect on how the public viewed the educational system. The report contained the following recommendations for improving the country's educational system: 1) changing curriculum content, 2) raising student standards and expectations, 3) using time effectively, 4) providing necessary fiscal support, and 5) improving the process of teaching. These elements provided the cornerstone required in developing a strong foundation for "improvement" in education.

The educational improvement reform has broadened from a focus exclusively on teachers and administrators to include job performance improvement expectations of support/classified staff. Sparks and Hirsh (1997) stress that excellence in education occurs when schools improve the job performance behavior of all personnel that affect learning.

In recent years a change regarding the concept of school improvement includes a focus on using the practice of evaluation as a tool for obtaining educational improvement (Sparks & Hirsh, 1997).

The past decade has relied upon the concept of formative evaluation as the established criteria for obtaining performance improvement. Effective evaluation of education personnel is

noted as the major contributor to improvement in the school reform movement. Initially, the purpose of evaluation had a twofold mission, to improve instruction and to provide for professional development (Stronge & Helm, 1991).

Stronge and Helm define evaluation as "...the process of determining the degree to which an employee's or a program's objective have been achieved in order to continually improve the educational institution's ability to accomplish its mission of searching and achieving excellence." The overarching mission of evaluation is to improve educational programs and to provide services to students and other clients (Stronge & Helm, 1991).

A major factor in effective school evaluation of education personnel is improvement reform. The reform effort suggests the purpose of evaluation is to 1) improve instruction and 2) provide professional development opportunities for employees (Strong & Helm, 1991). Effective evaluations provide opportunities to discuss and implement performance improvement strategies with educational and administrative staff (Stone, 1999). The developmental side of evaluation adapts appraisal methodologies that assess employee performance and identify opportunities for improvement. Such opportunities for improvement apply equally to classified personnel. The literature reveals that strategies designed to improve the performance of classified personnel may vary; however, the "lynch-pin" to improvement strategies is the application of collaboratively written professional growth plans.

Theory Base—Content/Methodology

Organizations committed to enhancing employee performance in the interest of providing better services and programs demonstrate that commitment by implementing a comprehensive employee improvement process for all staff members. As part of the improvement process, the rationale to include written growth plans as a part of the improvement strategy is indicated in the

application of the following theories: goal theory, the written agreement theory, and adult learning theory.

Goal theory

A critical factor in accomplishing organizational improvement is the employee's attitudes and behaviors regarding performance expectations (Baird, 1986). The focus of the employee performance process is to manage and maximize human behaviors and work performance.

Locke (1968) asserts that organizational behavior performance can be enhanced if goals are first communicated and defined throughout the organization. Goals are defined as realistic objectives that an organization endeavors to achieve, associated with a specific timetable (Sharfritz, 1980). Locke's theory suggests that employees possess the potential to increase performance two ways. First, setting goals directs energy towards the specified goal and prevents a waste of physical and psychological energy on unrewarding outcomes.

Second, the act of setting objectives and directing efforts is energizing. Employees will become more involved when they know what they are trying to accomplish (Baird, 1986). Locke (1968) contends that feedback on performance results is essential. Results obtained from feedback enable employees to focus on setting new goals. Feedback should not emphasize failure, but maintain and give new energy to improvement performance. Locke's theory confirms the use of proper goal setting but also suggests the importance of supervisors/administrators using feedback effectively (Baird, 1986). The comprehensive outcome of goal setting fosters employee consistency to the commitment of both personal and organizational goals.

Stronge (1997) contends that goal setting by employees should be directly related to the district's needs and mission. Accurate descriptions of expected performance behavior can be developed only from clear statements of the school or district's goals and philosophies.

The written agreement theory

Following the logic of goal setting theory is the formal use of written developmental plans. This plan is a collaboratively written contract between employee and employer regarding expected performance criteria (Danielson & McGreal, 2000).

The written developmental plan is based on results communicated through the employee's formal evaluation. Its main focus is to analyze two or three areas for development and provide specific time frames for accomplishment. Stone (1999) suggests that the written plan should provide the following: 1) developed individual employee skills, 2) defined areas of knowledge, and 3) sufficient time in developing a performance skill.

The common link between goals and written improvement plan is the establishment of parameters. Stone (1999) maintains that too often it is the end of an appraisal year before a supervisor/administrator discusses the ratings for the past year with the employee. Stone (1999) promotes the idea that effective evaluation provides the groundwork for the next year's performance appraisal by collectively constructing an employee's development plan that addresses current problem performance areas. Suggested guidelines for creating acceptable improvement plans include: 1) plans which support district, school, or departmental initiatives, 2) requirements of specific activities to be used (i.e., peer coaching, mentoring, counseling), and 3) timelines for completion of work.

Moreover, Stone (1999) argues that written plans of improvement should not be limited to low performing employees. Improvement plans are as important to the high performer as they are to the average or poor-performing employee.

Since the early 1980s, George Redfern (also known as the father of growth plans) and others have worked to develop the components of professional growth plans (the who, what, how, etc.). Redfern (1980) argues "the written growth plan provides a clearer understanding of performance expectations, establishes a positive working relationship between evaluator and

evaluatee (appraiser/appraisee) and encourages employees to make evaluation a more serious part of their lives" (pp. 275-276).

Redfern (1980) contends the actual development of professional growth plans for classified personnel takes planning, explanation, and a degree of expertise with emphasis based on priority needs appropriate to the evaluatee's job responsibilities. The development of the plan should be collaboratively written and should contain realistic terms of available time. In addition, "Redfern's plan" emphasizes support of the evaluatee, follow-up and reinforcement for each written goal, and a clear understanding of goal expectations to be gained (Redfern, 1980).

Educational organizations committed to enhancing employee performance in the interest of providing better services and programs demonstrate commitment by assuring the implementation of written goals or comprehensive employee improvement plans as part of the overall evaluation processes for all staff members.

Adult learning theory

Supervisors/administrators are often faced with adults who have either been sent for training or adults who are motivated to learn. In either case, Zemke and Zemke (1988) found that the adult learner seems to be a learning machine, which once switched on, vacuums up knowledge and skills.

However, in the same study Zemke and Zemke (1988) infer that most adult learners can't be threatened, coerced, or tricked into learning something new. Adult learners can be ordered into a classroom and prodded into a seat but they cannot be forced to learn.

Donaldson and Scannell (1986) identify six principles of how adults learn. The concepts include: 1) learning is a self-activity, 2) people learn at different rates, 3) learning is a continuous and continual process, 4) learning results from stimulation to the senses, 5) positive reinforcement enhances learning, and 6) people learn best by doing.

According to Zemke and Zemke (1988), adults seek out learning experiences for various reasons. First, adult learners seek out learning experiences in order to cope with specific life-changing events such as a new job, marriage, promotion, being fired, or moving to a new city.

Second, the more life-change events an adult encounters, the more likely he/she is to seek out learning opportunities. Third, the learning experiences adults seek out on their own are directly related to the life-change events that triggered the seeking. Once convinced that change is a certainty, adults will engage in any learning that promises to help them cope with the transition. Last, Zemke and Zemke (1988) contend that obtaining a new skill or extending and enriching current knowledge can depend on the individual's personal perception.

On the other hand, based on the research by Zemke and Zemke (1988), adult learners are found to have the tendency to be less interested in survey courses, information that has little "conceptual overlap" with what is already known, fast-paced complex or unusual tasks interferes with the learning of concepts, and adult learners tend to compensate for being slower in learning tasks and take errors more personally.

Cross (1982) suggests that the development of an adult learner's desired competencies, skills, knowledge, and attitudes will occur when the following strategies are applied by the supervisor/administrator: 1) only one idea, concept, or skill is introduced at a time, 2) information is presented in a manner that permits mastery, 3) frequent feedback is given, and 4) when new and meaningful information is introduced.

Statement of the Problem

Throughout the years there has been a paucity of information addressing how supervision of classified personnel can be improved by the use of position-specific evaluation instruments linked to the written performance growth plans.

Selected school districts, Camp Verde Unified School District No. 28 and West Des Moines Community School District, are served by Iowa State School Improvement Model Center and will be used as the field research sites. The two school organizations are interested in performance improvement strategies for five job-alike groups of classified personnel.

There are many problems associated with the practice of evaluating the performance of and providing improvement strategies for classified personnel. Two factors which have contributed to the lack of effective employee job performance practices are: 1) conflicting purposes in using classified employee performance evaluation and 2) the reluctance to individualize evaluation instruments and growth plans for all performance areas of classified personnel.

Prior to 1985 the lack of research-based criteria hindered the overall process of employee improvement. In addition to the lack of criteria, there was also a lack of consensus about which type of performance instrument should be used to effectively evaluate staff.

The problem of this investigation was to determine how supervision of classified personnel can be improved by the use of position-specific evaluation instruments linked to the written agreements of performance improvement. These include agreement strategies for improvement to the next cycle of annual performance improvement of classified personnel at K-12 schools. Selected school districts served by the Iowa State University School Improvement Model Center will be used as the field research site.

The intended result of this investigation was the development of a compendium of performance growth plans (PGPs) regarding classified personnel. The compendium was designed to assist school organizations, administrators, and supervisors in providing strategies for job performance improvement of K-12 classified employees. The press for accountability and school improvement was instrumental in earlier development of both teacher and administrator evaluation tools and processes. By applying a total-systems approach to improvement reform, the

inclusion of classified employees to the growing list of evaluation performance pool will yield improved performance from all that affect learning.

Purpose of the Study

The performance growth plan is an important part of the evaluation process that provides recommendations for growth from the summative evaluation. The purpose of this study was to improve supervision of classified personnel by developing a compendium of model strategies for performance improvement of classified personnel of K-12 schools. Such sample PGPs enable principals and other supervisors to write better growth plans.

Objectives of the Study

Stage I

Obtain permission

The initial phase of this study entails obtaining permission to analyze the summative evaluation reports (SER) of classified personnel from two school organizations. Permission to study the SER results was generated after contacting the superintendents from each district. The School Improvement Model (SIM) consortium generated the SER results from the 1999-2000 and 2000-2001 school years. Human subjects in research approval was obtained from the Iowa State University Committee on the Use of Human Subjects.

Stage II

Literature review

The literature review involved development of a list of questions addressing strategies for professional improvement and the theory base for writing professional growth plans for classified personnel.

Collection of the data

There are three steps that were used in the data collection process. First, the SER results of the study population were collected to determine the criteria for developing written improvement plans. Next, the three lowest rated performance areas from the combined job-alike categories were selected by a judgment panel of Educational Leadership and Policy Studies doctoral students from Iowa State University and a focus group comprised of representatives from each subgroup of classified personnel in the participating districts. For the purpose of anonymity, each member of the study population was given a computer-generated number for identification of the SER results. Following the analysis of the SER, the lowest rated performance areas were identified resulting in the writing of three PGPs for each identified performance areas.

Selection of the study population

This step involved determining the number of job-alike classified employees to be used as the study population from two districts. The selection of the study population for the writing of PGPs was determined by 1) correlated job-alike categories of five subgroups and 2) information obtained from each job description analysis. Following the completion of the correlation of the job-alike categories, the study population consisted of five categorical subgroups of classified personnel employed during the 1999–2000 and 2000–2001 school years. The selections of the five categories of job-alike subgroups are 1) secretaries, 2) bus drivers, 3) special education paraprofessionals, 4) custodians, and 5) kitchen workers.

Elements and determiners of the PGPs' format

In establishing the writing of the PGPs, the elements and determiners of a professional growth plan must be considered. According to Manatt and Stow (1987), Mueller (1987), Nance (1986), and Rauhauser (1983), the elements of a professional growth plan include the following

criteria: 1) the areas of performance, 2) criterion or specific behaviors, 3) measurable statement of intent, 4) actions, resources, or steps taken to accomplish behavior statement, 5) timelines, 6) monitoring for growth, and 7) evidence/documentation.

Development of a bank of PGPs

The PGPs were developed through a multifaceted plan, utilizing the input of a panel of principals, directors, and supervisors from the two districts. The behaviorally specific objectives were drawn from each field site's descriptors with preselected, job-alike performance areas. The writing of PGPs were based on identified performance difficulty areas of five subgroups of classified personnel. Three performance criterion areas identified as in need of development were selected from each subgroup of classified personnel. To provide various strategies for improvement to a deficient performance behavior, three PGPs were written for enhancement of each criterion area.

Stage III

Critiquing of model PGPs

A judgment panel of principals, directors, and supervisors from the two districts critiqued the components of the compendium of professional growth plans. This procedure was designed to test the feasibility of proposed PGPs. Members of the panel were asked to rate the quality of the PGPs, on a scale of one to five, addressing the categories of 1) appropriateness, 2) simplicity/ease of handling, 3) procedures are included, 4) stated in terms of specific, measurable behavior, and 5) omitted activities or behaviors.

Vaguely written PGPs received one point, while specific, clearly written PGPs received five points. The individual item rating of the PGPs was computed for determining needed areas of

improvement and revision. The researcher rewrote low-rated PGPs in order to build upon the number of developmental strategies included in the compendium.

Developing protocol for PGPs

This procedure consisted of the development of protocol procedures for writing PGPs. This procedure included the following elements: 1) criterion or specific behaviors, 2) a measurable statement of intent, 3) areas of performance, 4) actions or steps taken, 5) timelines, 6) monitoring for growth, and 7) evidence of improvement.

Revision of the compendium

After analyzing suggestions from the judgment panel, revisions were made to enhance the effectiveness of the compendium of PGPs. Copies of the compendium were sent to both superintendents for final approval.

Publishing of the compendium

Upon the completion of final revisions, the compendium was published for general use by the author, the two school systems, and the School Improvement Model (SIM) Center.

Research Questions

The overarching problem of how to improve supervision of K-12 school district classified personnel can be better defined by answering the following questions:

1. What job titles are typically included under the heading of "classified personnel"?
2. What are the most common and important job functions (critical work activities) of the five subgroups of classified personnel?

3. What performance criteria can be determined from the critical work activities of classified personnel?
4. What descriptive language is needed to provide clarification for supervisors of the many types of classified personnel, i.e., secretaries, custodians, food service workers, instructional aides?
5. What summative evaluation report forms are appropriate for the annual evaluation requirements?
6. How should performance improvement agreements be written/stated?
7. What are the key elements of such a plan (sometimes called a performance improvement agreement or a professional growth plan)?
8. What are the most common performance shortcomings of classified personnel that create a need for improvement plans?
9. How can a compendium of suggested improvement plans be written to serve the supervisors and various classified employees?
10. How can the proposed compendium of improvement plans be critiqued?
11. What revisions and improvements will be needed after critiquing?
12. What developmental strategies are offered to improve the performance behavior of five subgroups of classified personnel by businesses or privately contracted corporations?

Basic Assumptions

The study was based on the assumption that subjects respond honestly and openly to the evaluation tool. The perceptions of supervisors and employees adequately represent actual beliefs of the school districts. The study also assumed that development of job specific strategies for classified personnel will improve the supervision of classified employee performance.

Delimitations

There are a number of delimitations to be addressed in this study. Efforts were made to ensure the study was rigorous and makes a valuable contribution to the scientific knowledge base on performance improvement plans for K-12 classified personnel. The following factors limited the scope of this study:

1. The subjects included classified personnel and supervisors of K-12 schools from Camp Verde, Arizona and the West Des Moines, Iowa community school districts. The study did not include other educational personnel outside the population under investigation.
2. The districts varied in terms of union and nonunion status and by size (i.e., small versus large).
3. The results of this investigation represented the 1999-2000 and 2000-2001 school years, during which data were collected; therefore, the results of the pilot studies are not representative of other school organizations..
4. This study examined the critical work analyses, summative evaluation data, and job performance descriptors of selected groups of classified personnel only.
5. Populations drawn from this sample included at least 100 classified employees from K-12 schools. This sample only integrated SER results for classified employees from the five largest subgroups in the two school districts. Therefore, the findings are not generalizable of the remaining smaller subgroups.

Definitions of Terms

Accountability: Accepting responsibility for equal access to instruction for all children.

Administrator: An individual with "line authority," beginning with assistant principals and continuing with their superiors.

Ancillary: Services that comprise any activity or resource use that is subordinate and helpful to the delivery of instructional services.

Classified personnel: Non-licensed employees who are generally contractual and serve at the pleasure of the school district, i.e., secretaries, custodians, and bus drivers.

Critical work activities (CWAs): Analysis of employees' job performance behaviors. These behaviors are so important that if omitted, the overall job performance would suffer.

Development plan: This plan is incorporated in the performance agreement and records agreed-upon actions to improve performance and develop attributes and competencies.

Evaluatee: An individual undergoing the process of having his/her performance appraised.

Evaluation: The appraisal of performance in terms of goals, objectives, and work plan activities.

Evaluator: Person responsible for conducting formal, mandatory evaluation.

Growth plan: As part of the formative evaluation, this plan involves the employee in setting goals and organizational objectives. A method to plan and document progress toward the attainment of competencies.

Nonexempt personnel: Nonunion employees who provide services and whose jobs have specific performance characteristics that are directly associated with the requirements of the job.

Professional Improvement Commitment (PIC): A written statement that consists of an objective, desired action, and activities.

Professional Improvement Plan: As part of the summative evaluation, this plan shows areas in need of improvement or enhancement.

Summative evaluation: Composite of all information collected which serves as a basis for decision making.

Supervisor: Administrator that holds the responsibility for supervising and evaluating people.

Teacher assistant: Aide who assists the classroom teacher with a variety of duties.

Human Subjects Approval

In an attempt to ensure that the rights and welfare of the human subjects participating in this particular study are effectively protected, the Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that confidentiality was effectively ensured and that the potential benefits through increased knowledge were appropriate. This particular study was conducted so that no emotional, psychological, mental, or self-esteem risks were present. A modified form of consent to participate will be assumed by those voluntarily participating in utilizing the results of the summative evaluation report in developing a compendium of professional growth plans, for classified employees, and subsequently, for the focus group participants. The administration of the selected school districts also must agree with the methodology and implementation involved in this particular study.

CHAPTER II. REVIEW OF LITERATURE

Successful implementation of developmental techniques and behaviors mandates significant change in organizational philosophy, operations, and strategies (Gilley & Callahan, 2000). Ulrich (1997) contends that if performance improvement is to be promoted as a catalyst for change in a school system, it will require the building of a coalition of support for recognizing employees who are committed to change.

Fullan (2001) explains that the reason for the lack of sustained, large-scale educational change is the neglect among reformers to try to understand how people actually experience change and how this change is maintained. Fullan cautions that it is not enough for those who are involved with change to simply know what it is that needs to be changed; those involved with educational change must also know how to best bring about change while being aware of the forces that interact and reshape each other.

In many situations, a critical component to organizational change is the employee's attitudes and behaviors on what the organization can accomplish (Baird, 1986). Staff evaluation focuses on changing the behavior and/or attitudes of employees. Evaluation assists in increasing the knowledge and skills of employees, thereby enhancing the potential of the school organization to attain specified goals and objectives. It is noted by Smith (1996) that change is a journey. Employees making that journey require practical guidance on how to make the journey and how to get through the risks often associated with fundamental change.

So what difference does it make if classified employees are overlooked and not given the opportunity to participate in the journey of change? How can performance improvement take place for classified employees if evaluation strategies are eliminated? According to sociologist Christopher Lasch in *The Revolt of the Elites and the Betrayal of Democracy*, "Many of the 'best

people' have always been skeptical about the capacity...of *ordinary* citizens to change and grasp complex issues or make critical judgments" (p. 113).

Other than skepticism of investing too much time, money, and effort on noncertified personnel, there are additional problems associated with the practice of using evaluation in order to change the performance of classified personnel. Two factors which have contributed to the lack of effective employee improvement practices for classified personnel are 1) conflicting purposes in using classified employee performance evaluation and 2) the reluctance to individualize evaluation instruments and growth plans for all performance areas of classified personnel.

Job performance evaluations have a variety of intentions that can often be both frustrating and satisfying to the employee. Moreover, a key factor in classified employee evaluation is the evaluation instrument. Too many school organizations have only a one-size-fits-all instrument for their employees (Manatt, 2000). The evaluation instrument is used to document performance, rate employees, and provide necessary feedback for growth. The performance evaluation instrument should be comprised of several components: criteria, categories, descriptors, response modes, and comment sections.

A major part of the process of evaluation is specifying and implementing valid criteria into the individualized employee performance plan of classified personnel. Prior to 1985, the lack of research-based criteria hindered the overall process of employee evaluation. In addition to the lack of criteria, there was also a lack of consensus about which type of performance instrument should be used to effectively evaluate staff.

Although evaluation and improvement efforts are defined and practiced in various ways by many organizations, there appear to be some common measurable descriptors. Evaluation is an ongoing process that determines the degree to which an established set of objectives have been met and assists in decisionmaking about what is needed to continually improve performance

(DeRoche, 1987; Harris, 1986; Popham, 1987; Rebore, 1991; Stronge & Helm, 1991; Stufflebeam et al., 1988).

A critical component to accomplishing change is to focus on performance as a natural result of the developmental process (Gilley & Callahan, 2000). Stronge and Helm (1991) suggest that evaluation's larger mission improves programs that provide services to students and other clients. The development of performance strategies as part of the improvement process for all employees serves as the tool that continually raises the bar for meeting improvement standards within educational systems. The skills and services provided by classified employees play an important role in assuring students a quality education. Including K-12 classified employees in the circle of employee evaluation and performance improvement strategies will aid schools in becoming better learning organizations.

This review of literature encompasses four major objectives: 1) examination of educational employee improvement practices in education; 2) developmental strategies for secretaries, bus drivers, cafeteria workers, custodial staff, and special education paraprofessionals; 3) advantages and criticisms of improvement strategies (i.e., growth plans, 360-degree feedback, coaching, mentoring); 4) related practices for improving performance; and 5) the development of a compendium of growth plans for K-12 classified employees in education.

A problem encountered in the literature search is that a severe deficit exists in available literature relating to the subject of this investigation. Research focusing on classified employee evaluation is scant, and literature and research directed toward implementing professional growth plans as a vehicle for performance for classified personnel yielded even more limited resources. However, the literature does offer objective research focusing on numerous studies in the area of teacher and principal performance improvement.

History of Educational Employee Improvement Practices

This most critical section of the literature review supports the need for performance improvement requirements for classified employees of K-12 schools. Four areas are discussed in this section: 1) an increased need for accountability in education, 2) the focus on teacher evaluation, 3) the introduction of principal evaluation, and 4) consideration of performance evaluation and improvement for classified employees.

Increased need for accountability

The field of education has attempted to adopt specific employee improvement strategies from the world of business. By incorporating the business techniques of Management by Objectives (MBO), the door was thrust open for the inception of employee evaluation and performance criteria for specific school personnel. Beginning strategies for employee improvement programs in the field of education were introduced by the 1960s; however, these improvement programs were limited primarily to teachers and administrators. This improvement effort was sparked by the public's demand for accountability and improvement in education. This outcry for educational improvement led to legislation of state-mandated performance requirements first of teachers, then school administrators.

Teachers

The typical performance measure for teachers was designed and used to meet state-mandated requirements. These performance measures led to the development of a performance improvement instrument that consisted of a written summative evaluation by an administrator and the drafting of a professional improvement plan. This jointly developed plan (between the teacher and the administrator) specified areas in need of improvement or enhancement. For those teachers

demonstrating deficiencies, the plan details how evaluation of improvement will be carried out along with timelines. Improvement plans commonly suggested for teachers include behavior changes, college courses, staff development activity in the local system, visits to peers, and reading professional literature (Olivia, 1993).

Principals

Following the mandate for improvement of teacher performance, the focus on effective performance evaluation systems for principals began in the 1980s. The reform era of the 1980s was directed toward improvement of the nation's educational system by making schools the primary unit of change and identifying principals as the prime change agent.

The focus on the principal as the key to successful school improvement and an increasing demand from the public that schools be held accountable led to interest on the part of state legislators in principal performance evaluation (Peter & Bagenstos, 1988). In response to the focus of attention on accountability by 1989, school boards, superintendents, and professors of educational administration began reconceptualizing the role of the administrator. The administrator's performance evaluation and improvement plan became acknowledged as a critical and essential process in the drive to restructure schools.

The principal became recognized as the instructional leader of the school and his or her competencies were regarded as vital to increased student achievement (Ginsberg, 1989). In the 1990s, the individual principal was recognized as the key to change rather than the institution (Naisbitt & Aburdene, 1990).

Authorities in both corporate and educational administration agree that addressing the self-growth of the individual in conjunction with performance improvement in the workplace will effect lasting organizational change (Barth, 1990; Bennis, 1989; Duke, 1988; Featherstone, 1977;

Gardner, 1989). Within the organization, everyone, including management, must change his or her behavior if long-term commitment to quality is to be achieved (Deming, 1986; Caldwell, 1991).

Successful schools depend on the quality of the personnel who run them. Principals and teachers not only must have the knowledge, skills, and attitudes that make for effective instruction, but also must be able to successfully function on a school improvement team and work with a variety of employees. This team includes teachers, principals, secretaries, teacher assistants, and other support staff (Seyfarth, 1996).

Classified personnel

Initially, the practice of providing employee development in some school districts was limited to doing strategies designed to improve primarily teachers and administrators. From Rebore's (1998) perspective, developmental strategies for classified employees have just recently taken hold on a large scale throughout the United States. Rebore (1998) contends that unlike education, classified employees working in business and industry were given the opportunity to participate in development initiatives long before such programs were initiated for executives.

However, similar to business, classified employees represents a group of workers who represent a broad spectrum of employees with varying levels of work skills and responsibilities (Webb & Norton, 1999). This broad spectrum of personnel is defined as employees who are not licensed, generally contractual, and serve at the pleasure of the school district. Although they are "at will" employees, the terms "support staff," "classified personnel," "auxiliary personnel," "exempt staff," and "ancillary staff" are used interchangeably. For the purpose of this study, "classified personnel" rather than the aforementioned terms will be used.

The classified employee provides ancillary services that are comprised of resources and activities used to complement the delivery of instructional services. Without efficiency in transportation, food service, office, janitorial, and management operations, the effectiveness of a school can be seriously limited or even impaired. School organizations need classified personnel and services to be effective and to succeed in their basic mission of teaching and learning (Poston, Stone, & Muther, 1992).

Classified personnel are vital to the successful operation of the school district and to promoting a healthy, safe, and productive school environment. For example, the school bus driver is often the first school employee the child sees each day. Secretaries, aides, and other support staff can make students feel significant and wanted, or scorned and rejected (Welch & Daniel, 1997).

The objectives of the classified personnel evaluation and the improvement process should closely parallel the evaluation of procedures for teachers and principals. Swan, Holmes, Brown, Short, and DeWeese (1988) identified and developed a Generic Performance Appraisal System for Classified Employees (GPASCE). The process was designed specifically for performance improvement by identifying four objectives of evaluation: 1) to inform employees of their strengths and weaknesses and share expectations for improvement, 2) to provide data for merit pay recommendations, 3) to satisfy court requirements for cases involving alleged discrimination, and 4) to serve as a basis for disciplinary action.

Further, Rebore (1998) identified three methods of improvement strategies commonly used for classified employees: 1) on-the-job, 2) off-the-job, and 3) apprenticeship training. On-the-job training for classified employees takes place on the job where employees are placed in an actual work situation while their performance is monitored. A significant drawback to on-the-job

training is the possibility of future low productivity because in this setting an employee may never fully develop or enhance work-related skills when left to work alone (Rebore, 1998).

The term off-the-job training refers to various kinds of programs, such as lectures, seminars, programmed instructions, simulations, and case studies. Rebore (1998) provides a reasonable argument for applying appropriate strategy. He adds that the choice of the improvement strategy is dependent on the job dimensions, mission of the district, and the client being served.

Unlike the previous two mentioned improvement strategies, Rebore (1998) argues that the implementation of apprenticeship training is the oldest form of skill development. Apprenticeships are common in the skilled trade but have seldom been used in staff development programs. However, the concept is applicable and has gained popularity (Rebore, 1998).

Coupled with improvement strategies for classified employees is the development and implementation of the practice of performance evaluation. Performance evaluation involves the development of a process that judges worth, measures the degree to which specified tasks are accomplished, or provides assistance in developing new programs or skills (Barber, 1985; DeRoche, 1987; Stronge & Helm, 1991). Rebore (1998) points out that effective evaluation is the final phase in a developmental program. Whatever process is used to evaluate classified personnel, and if performance improvement is to occur, the evaluation process should be conducted on a periodic and established basis and be a cooperative venture of the staff member and the supervisor (Webb & Norton, 1999).

Poston, Stone, and Muther (1992) summarize that a critical aspect in improving the performance behavior of classified personnel is being aware that in education "there is more to creating effective or quality schools than meets the eye." There are many "behind-the-scenes" employees charged with various responsibilities that can make or break the educational process of

a school system. Classified employees are often those "behind-the-scenes" persons who have become an integral part of the effectiveness and quality of a school system.

When supervisors, administrators, or school systems create a compelling purpose or a concrete picture of the future, they do it with their customer in mind (the student) (Schawhn & Spady, 1998). To implement improvement and to achieve the pillar of change to which a purpose is linked, everyone who affects student learning must continually upgrade his or her job performance skills (Sparks & Hirsh, 1997). Not only must classified staff continually upgrade their job skills, but they should also be provided strategies in which they can contribute to the missions and objectives of their schools and school organizations as a whole (Sparks & Hirsh, 1997).

Strategically, involving classified personnel in a productive change process enhances the employee's contribution toward accomplishing the primary goal of educating children. Ultimately, the success of the school organization is determined by the improvement efforts of all of its employees. Linking appropriately written performance appraisals for classified personnel to the school system's goals and objectives will provide a valuable tool toward improving and maintaining educational services (Bruzzeze, 1995).

Obtaining a higher level of performance from classified personnel means creating strategies to overcome both individual and collective obstacles. Employees who understand what their job aspirations are will rise to the level of performance to meet performance and district goals.

Developmental Strategies for Five Subgroups of Classified Personnel

Educational leadership has been defined as the ability that enables an individual to get other people to do willingly what they have the ability to do, but may not spontaneously do on their own (Kampmeir, 1976). The difficulty in providing leadership and supervision efforts for

classified personnel is that evaluation systems may vary across districts or that evaluation systems for classified employees may completely fail to exist.

Redfern (1971) surmised that the primary reason why most personnel evaluation programs don't work for classified employees is that they are not designed, developed, or implemented to improve job-specific performance behaviors of the employee.

For the purpose of this study, attention was focused on job-specific improvement efforts created for five subgroups of classified personnel in K-12 schools. The subgroups were as follows: 1) secretaries, 2) bus drivers, 3) custodial staff, 4) kitchen workers, and 5) special education paraprofessionals. Stronge (1997) acknowledges that improving and maintaining the professional service of classified workers may include implementing various forms of improvement strategies.

Secretaries

Managing the school office sounds like an easy job. It isn't. A busy school office consists of secretaries with skills in maintaining records and reports, utilizing office equipment and materials, engaging in community relations, and using receptionist and personnel management abilities (Poston, Stone, & Muther, 1992).

Often, the school secretary is the first point of contact that a student, parent, or the community has with a school building. The Professional Standards Program (PSP) established by the National Association of Educational Office Professionals (NAEOP) is designed to assist educational office personnel to grow professionally.

The mission of NAEOP, the only national professional association for educational office personnel, is to provide professional growth opportunities, leadership, and service for employees

in education through a designed certification program, quality training, and a network for sharing information and ideas (National Association of Educational Office Professionals, August 1999).

Special education paraprofessionals/aides

At the core of various initiatives to improve the effectiveness of our nation's schools is the movement to empower teachers and enhance the status of the profession. Many of these efforts centered on involving teachers in determining educational priorities based on the needs of their students, reorganizing schools, and allocating human and other resources (Pickett, 1995).

In the current wave of education reform, the traditionally recognized role of the teacher has been redefined. Teachers are becoming classroom managers with increased responsibility for improving student progress and the quality of education programs (Center for Policy Research, 1990). A key element for enabling teachers to successfully take on these more complex functions is the addition of the underappreciated role of a skilled special education paraprofessional workforce (Center for Policy Research, 1990).

A general definition of the term "special education paraprofessional" or "paraeducator" comes from the National Resource Center for Paraprofessionals in Education and Related Services:

Special Education Paraprofessionals/Paraeducators are defined as employees: 1) whose positions are either instructional in nature or who deliver other direct or indirect services to children, youth, and/or their parents; 2) who work under the supervision of teachers or other professional personnel who have the ultimate responsibility for (a) the design and implementation of education and related service programs, and (b) the assessment of the impact on student progress and educational outcomes. (Paraeducators Self-Study Program, 2001)

The current use of special education paraprofessionals is primarily attributable to federal legislation including Chapter 1 of the Education and Improvement Act; PL 94-142 (now referred to as the Individuals with Disabilities Act [IDEA]); and PL 99-457 which amended PL 94-142 and required school districts to extend services to children with disabilities (Pickett, 1989).

These congressional mandates, with increased enrollment of students with limited English in all levels of public education and the move to provide individualized education, community learning environments, and supported employment programs for adolescents with disabilities, stimulated the employment of special education paraprofessionals in these intensive programs.

Despite increased reliance on special education paraprofessionals in roles that have become more demanding, all too frequently they are the forgotten members of the team (Pickett, 1989). In the 1960s and 1970s, there were concerted efforts by provider agencies and two- and four-year colleges to establish mechanisms and standards for credentialing, training, and providing career development opportunities designed for performance improvement of the special education paraprofessional (Dublinskie, 1998).

Credentialing procedures

The growing recognition among policymakers and administrators in state and local education agencies, professional organizations, and unions representing teachers and paraprofessionals supports development of standards for the employment of special education paraprofessionals. These standards operate as advancement guidelines through various positions and opportunities for training requirements, career development, and credentialing/licensing procedures. Pickett (1995) suggests that credentialing of special education paraprofessionals certifies that each employee possess the skills required to enter a new position or advance to the next level on a career ladder track or on a tiered system.

Training and development

Dublinskie (1998) cites two main strategies related to increased training opportunities and career development strategies designed for the special education paraprofessional workforce. The first strategy is to ensure that special education paraprofessionals have required skills to effectively perform assigned duties; and the second strategy is to encourage skilled and qualified paraprofessionals to join the professional ranks as a method used in reducing shortages of teachers.

Although the duties and responsibilities of special education paraprofessionals are continually evolving and have become more challenging, opportunities for training and career development have not kept pace with the demands of the job. The results of a survey of chief state school officers conducted by the National Resource Center for Paraprofessionals indicate that:

1. while special education paraprofessionals spend most of their time providing instruction and other direct services to students and/or families, anywhere from 70 to 90 percent are hired without prior training;
2. few states have established criteria or guidelines for training paraprofessionals; and
3. most state and local education agencies have not developed systematic ongoing pre- and/or inservice programs for the workforce.

Further, Dublinskie (1998) found in his investigation that training for special education paraprofessionals is usually highly parochial and often does not recognize the distinctions between coaching and training needs of paraprofessionals working with students at various disability levels. Annuziata (1999) warns that the training concept generates problems in implementing employee growth.

Evaluation procedures

Following a probationary period of one year, the performance evaluation procedure for a special education paraprofessional should be used for determining the need for further training, coaching, or providing recommendations for termination of employment. Giangreco, Edleman, Luiselli, and McFarland (1997) assert that evaluation guidelines for special education paraprofessionals be established by the state and that local districts should be directed to carry out subsequent evaluations annually.

The generally accepted method for evaluation of special education paraprofessionals primarily consists of a classroom visit to observe the direct support given to the instructors. Ordinarily, the observer is the school principal or an assistant principal who becomes the sole evaluator of the employee. This type of process typically occurred twice or three times a year. The problem with this procedure is that, of approximately 180 school days, these few observations are transformed into a summative evaluation report (SER) that represents the entire school year. Evaluation criteria ratings for the special education paraprofessional consists of these three categories: 1) average, 2) developing, or 3) below average.

Bus drivers

There is little question that the school bus driver is one of the most important members of the school district team (Poston, Stone, & Muther, 1992). Because of safety factors, driver qualifications are very stringent. Carefully designed selection procedures of bus drivers assure that physical, ethical, operational, and behavioral requirements are met.

In addition to the importance of the selection processes and requirements is the need for improvement efforts for the driver. Poston, Stone, and Muther (1992) recommend the implementation of staff development programs as a tool for employee improvement. Examples of

operative staff development programs may consist of 1) safety, 2) efficiency, 3) driving skill, 4) student behavior management, 5) preventive maintenance, and 6) conservation of resources. In addition, emergency procedures are strengthened and perfected through practice introduced during the staff development program.

Many good transportation systems have established rational transportation policies and guidelines defined for school bus driver services. The National Association for Pupil Transportation (NAPT) and Laidlaw School Bus Services are examples of two school systems that transport about 22 million school children over 3.3 billion miles annually in the United States.

NAPT (2001) is the school transportation industry's largest and most diverse organization that serves both public and private school systems who transport over 24 million students in the United States and Canada as well as several countries in Europe. In 1996, NAPT developed a "professional leadership model" that expanded the scope and frequency of professional growth opportunities in the pupil transportation industry (National Association for Pupil Transportation/Transportation Safety Institute, 2001).

In conjunction with the U.S. Department of Transportation (DOT), NAPT provides professional development opportunities for employees through the Transportation Safety Institute (TSI). Collectively, professional improvement opportunities are provided through the selection of different learning tracks, similar to choosing a college major (National Association for Pupil Transportation/Transportation Safety Institute, 2001).

Much like a college curriculum, choices can be made from a total of 38 different courses that vary in length from two to six hours in each of seven principal subject areas: 1) Interpersonal Communication and Relations; 2) Finance and Budget; 3) Resource Planning and Oversight; 4) Physical Resource Management; 5) Operations Planning, Management, and Oversight; 6) Leadership; and 7) Special Education.

Parallel to developmental opportunities provided by NAPT are the developmental contributions offered by one of the largest educational transportation providers in the United States. When Laidlaw School Bus Services contract with a district, the company controls the handling of management and evaluating of the labor force. In order to improve employee performance, Laidlaw promotes educational services that invest in training programs designed to enhance the skills and abilities of school bus drivers (Laidlaw School Bus Training, 2001).

Development and training of every new Laidlaw driver includes 20 hours of classroom training and 15 hours of behind-the-wheel training prior to obtaining a Commercial Drivers License (CDL). According to the Department of Transportation (DOT) regulation, all employees who transport students must submit to a physical every two years; however, various districts may increase that requirement and require drivers to submit to a yearly physical. Additionally, each bus driver is subject to the enforcement of the Omnibus Transportation Employee Testing Act. This law regulates both the random and yearly testing for alcohol and controlled substances for persons in safety sensitive positions including motor carriers (Rebore, 1998).

In addition to testing for controlled substances, Laidlaw School Bus Training (2001) suggests that improvement efforts are designed in such a way that a supervisor must evaluate any driver with previous experience operating a school bus and receive a minimum of 10 hours training in specified topics. Moreover, as part of improvement efforts, drivers attend a minimum of five safety meetings during the school year covering a range of topics. As required by law, supervisors or driver trainers must evaluate all individual drivers at least once every 24 months.

Additional evaluation of a driver is conducted when warranted by the supervisor, a rider, or a video recording. Video cameras on each bus allow supervisors to determine the driver's ability to effectively communicate with passengers and establish if proper procedures are applied when handling disruptive students.

Drivers recommended for remediation are assisted with their development by incorporating an "itinerary" (Cook, 2001). The itinerary is a Likert-type evaluation instrument that consists of ten criterion items based on a 1-10 rating scale. Included within the itinerary are categories similar to items used in a growth plan: 1) identified area of growth, 2) timeline, 3) resources, and 4) documentation. However, unlike the growth plan, the itinerary is not used to enhance the performance of the highly skilled driver nor is its use required of every evaluated employee. It is used, however, for improving deficient performance areas (Cooper, 2001).

Custodial workers

One of the tenants of an "effective school" is a clean, orderly environment. Job performance of the custodial worker reflects the educational climate of the school organization. Poston, Stone, and Muther (1992) promote the idea that there is more to custodial services than just vacuuming, sweeping, and washing surfaces. School facilities must be cleaned in all aspects, but they also must be protected, maintained, repaired, environmentally regulated, operated, and supportive of their educational purpose (Poston, Stone, & Muther, 1992). Establishing parameters, job descriptions, and performance standards for custodial workers minimizes the possibility of employee confusion and poor work behaviors. The objective in improvement strategies for custodial workers is to assist in the accomplishing the non-instructional mission of the district (Rebore, 1998).

In meeting the educational purposes, most school districts employ, train, and evaluate their own custodial staff. On the other hand, the use of external, or contract, providers of services has grown steadily in many parts of the country. ServiceMaster Education Management Services is an example of a contracted service provider (contracted out) that furnishes many districts with a "ready-to-work" custodial workforce.

ServiceMaster manages custodial programs at more educational facilities than any other organization. The custodial services successfully provide measurable results by improving quality, containing costs, training and motivating employees, and minimizing risks. Additionally, reducing cost while creating an attractive and conducive learning environment is the bottom line for securing ServiceMaster's resources.

ServiceMaster Custodial Programs focus not only on the overall professional appearance of school facilities, but also on the entire process of creating the best environment for learning. After partnering with ServiceMaster, student and staff satisfaction increases, concerns over regulatory compliance are eliminated, quality increases, and costs are reduced. Each labor reducing procedure is designed to provide a consistently clean, safe environment; satisfy students, staff, and community; and comply with all state and federal regulations.

The ServiceMaster Custodial Systems are the essence of innovation. ServiceMaster designs equipment, products, and processes specifically aimed at meeting the needs of education facilities. Highly trained technicians work as a team in a highly disciplined cleaning sequence, each responsible for one or two specific duties. The outcome is fewer people working more efficiently using less equipment, while providing labor savings of 10 to 15 percent over the previously used systems (ServiceMaster Education Management Services, 1997).

Although the major attribute of ServiceMaster Education Management Services is cost effective custodial services for educational institutions, it is equally known for the lack of employee performance incentives that consist primarily of pay for performance. Because ServiceMaster institutes a flat, across-the-board pay scale, enhanced performance behavior is not rewarded. Moreover, salaries are not increased with additional years of employment. In short, a 20-year employee is paid at the same scale as a 10-year employee. The only variation in the employment status is additional provision for sick and vacation days (Pointer, 2001).

Pointer (2001) reports that formal individual performance evaluations are required of each member of the ServiceMaster custodial team. The evaluation instrument consists of the following four performance criteria: 1) work effectiveness and efficiency, 2) work habits, adaptability, and dependability, 3) personal relations and rapport, and 4) summary of attendance and observance of work hours. In order to rate employee performance, a scale of one to three is assessed for each evaluated performance behavior: 1=Outstanding, 2=Satisfactory, and 3=Unsatisfactory. Not applicable (NA) is used if the rating factor does not relate to the employee's job responsibility.

Further, the major provision increased employee expectation includes access to the following information: 1) goals and objectives of the division/school organization, 2) board policies, 3) rules, 4) unit policies, 5) performance requirements for the position, and 6) the performance evaluation form. Finally, a summary of the job performance is provided to each employee. The job performance summary consists of an overall rating score coupled with a summary of comments/recommendations for the evaluated employee. It is noted, however, that the evaluation tool does not include the use of a growth plan that requires timelines, resources, or documentation of growth (see Appendix E).

As influential as the "contracting" custodial service movement has been, many school systems prefer the delivery of a sound district controlled custodial service which provides appropriately identified modes of improvement efforts for its employees (Poston, Stone, & Muther, 1992). Poston, Stone, and Muther challenge us to consider the implementation of staff development as the most practical mode for overall employee improvement and as an opportunity to showcase employees' strengths and expertise.

Staff development

Improvement efforts indicate that there are certain strategies that should be attended to if performance enhancement opportunities are to have the best possible chance to succeed. McGreal (1989) asserts that staff development opportunities for employees provide the necessary ingredients for successful improvement initiatives. Further, McGreal (1989) adds that it's not enough to hire good people and let them take off on their own to do the job. If performance behaviors are to improve, custodial workers should be oriented to the following key ingredients: 1) job specifications, 2) training for required performance standards, 3) information regarding proper use of tools and materials, 4) work schedules (including breaks and meals), 5) school rules and regulations, 6) student and staff relations and responsibilities should be provided (Poston, Stone, & Muther, 1992). In providing a reasonable argument for improvement strategies for custodial workers, Poston, Stone, and Muther contend that it is reasonable to provide regular systematic training for faculty and educational staff to achieve excellence; therefore, it's just as reasonable to provide custodial workers with orientation and training in order to obtain quality job performance.

Cafeteria/nutritional workers

It is well accepted that "a hungry child cannot learn." The USDA's nutrition program serves breakfasts and lunches to students in educational settings of high school grade level and under. It is the cafeteria/nutritional worker who not only creates and serves the meals, but also aids in the accomplishment of the educational mission of the district.

The function of the food service program is to provide students with a nutritionally adequate meal in a cost-effective manner, while complying with all state and federal laws and regulations. Federal reimbursement is provided for each meal that meets the National School Lunch/Breakfast

Program requirements and is served to an eligible student. For a district or a school to obtain reimbursement, nutritional workers must count, record, and claim the number of meals actually served to students in various categories. Poston, Stone, and Muther (1992) found that in 1991, about \$.75 per meal was provided to schools from the federal government for each lunch served. Today the National School Lunch/Breakfast program reimburses school systems \$1.35 for each lunch served per child (National School Lunch/Breakfast Programs, 2001). Because of federal guidelines and the possible loss of federal subsidies to school organizations' lunch/breakfast programs, if violations are found to occur, it is imperative that cafeteria workers make accurate accounts of meals served.

Meal reimbursement programs for schools fall within three categories: 1) paid, 2) reduced price, and 3) free meals. Free and reduced price meals claimed for reimbursement must receive adequate documentation from the cafeteria worker in support of the claim (Iowa School Business Management Academy, 1999). The notification to a school system that the lunch program, or a portion of it, is not entitled to reimbursement because of faulty counting by cafeteria workers and inappropriate claiming procedures can have a devastating effect on the financial budget of a school organization.

Growing trends in food service require that cafeteria workers develop knowledge of basic computer literacy skills. The emergence of computerized systems in nutritional services typifies the need for cafeteria/nutritional workers to obtain training in 1) computerization of menus, labor schedules, and records; and 2) point of sale, student credit card with encoded authorization and student deposit prepaid lunch charges (Iowa School Business Management Academy, 1999).

Because school meal programs are big business and food service problems can become overwhelming, a growing number of school districts employ commercial firms to take over the food service operations to provide nutritional meals for their students. Failure to provide

appropriate elements in meals results in the possible loss of federal reimbursement for costs of those meals.

The American Federation of State, County, and Municipal Employees Union (AFSCME) pinpoints Aramark, Sodexo Marriott, and Compass as food service industries that dominate the market for contracted-out institutional cafeterias (AFSCME, 2001). Moreover, AFSCME identifies Aramark as the leader of cafeteria management contracting and in privatizing cafeterias in public facilities. Aramark cafeteria management contracts over 1200 workplaces, which includes 400 schools. The company employs 167,000 workers and made \$168 million after taxes on revenues of \$7.3 billion in 2000 (AFSCME, 2001).

Aramark cafeteria management services have been criticized by AFSCME regarding personnel issues such as employee wages, benefits, retention, promotion, and development practices. Aramark employees are "at will" employees that serve at the pleasure of the company. Cafeteria employees of Aramark receive minimum wage with scant opportunity to receive improvement strategies provided by the company.

The Voice of Education (1996) supports AFSCME's stance on the negative effects of contracted-out cafeteria management services. According to The Voice of Education, contractors usually replace district cafeteria employees and bargaining units with unstable working hours and low wages, ultimately sapping employee morale, thus resulting in high employee turnover rates.

When and if contractors such as Aramark and Marriott do train their employees, often the cost of training is passed on to the district (The Voice of Education, 1996). Further, The Voice of Education maintains that employee training is usually inadequate, consisting only of short meetings or simple videos explaining what the job entails.

In order to improve the developmental status of cafeteria/nutritional workers, the American School Food Service Association (ASFSA) has developed certification, credentialing programs,

professional development, and scholarship programs to assist workers in meeting quality standards and nutritional specifications (ASFSA, 2001).

Related Practices and Trends in Performance Improvement

A brief review of literature on performance improvement in business organizations uncovered business organizations that excel in the development of strategies for employee performance evaluation and the implementation of techniques designed to establish specified performance outcomes.

Research on business organizations has revealed that initially, when it came to performance improvement strategies, many employees were thrown into new jobs and left to discover improvement strategies on their own (Capodagli & Jackson, 1998). Regan's (2000) works delineate that because of this revelation, the implementation of job improvement strategies successfully grew and flourished throughout American businesses and abroad. In order to promote organizational improvement, the Japanese developed a management improvement concept introduced as "Kaizen Engineering" (Regan, 2000). The adoption of this technique by American business sparked the inception of the Total Quality Management (TQM) strategies. Both systems established the framework for implementing levels of employee performance appraisal systems. Carter (1994) surmised that while business systems sought to achieve organizational change, they also gave rise to the development of employee performance enhancement.

In addition to the use of TQM, George Odiorne initiated Management by Objectives (MBO) concepts in the U.K. and U.S. business organizations. The performance improvement plan adapted from MBO became a major part of the employee's evaluation (appraisal) system and is designed to assist businesses in achieving desired performance from employees. To improve

employee performance, appraisal systems were utilized to allow employee input and encourage the establishment of activators (goals/growth plans) needed to reach or improve a desired level of performance (Blanchard & Lorber, 1984).

Getting employees to perform the job efficiently and effectively is the basic purpose of performance growth plans. Fisher (1996) advocates that traditional performance development plans be incorporated in the employee's performance agreement record. This plan represents collaboratively agreed upon actions/objectives that allow performance improvement and develop attributes and competencies.

Stufflebeam and Sanders (1990) affirm the view that jointly developed objectives should contain measurable and achievable goals applicable for the coming year's evaluation cycle. Additionally, a set timetable for performance improvement is developed and is frequently reviewed for monitoring employee performance progress. Using the framework of business and industry, developmental strategies geared to enhance the performance of its employee include 1) goal setting, 2) objectives, 3) mentoring, 4) tracking results, 5) human resource management, 6) program evaluation, 7) computer-assisted instruction, 8) organizational change, 9) subordinate feedback, 10) coaching, 11) behaviorally anchored rating scales, 12) self-evaluation, 13) career development, 14) pay-for-performance, 15) merit pay, and 16) compensation systems (Stufflebeam & Sanders, 1990; Fenton & Nancarrow, 1989).

The surge of numerous improvement strategies both in business and education stressed the collaborative involvement of the evaluated employee and input from the immediate supervisor in the development of professional growth plans (Stufflebeam & Sanders, 1990; Fenton & Nancarrow, 1989). Together as a team, a determination can be made of an employee's performance weaknesses and how to use identified weaknesses with appropriate improvement strategies.

On the other hand, the use of growth plans as a tool for enhancing employee improvement has been criticized. Mager (1997), recognized as the leading theorist supporting performance improvement plans, argues that not all classified employees need formal training and plans in order to improve performance. Mager insists that improved employee performance occurs if job security is threatened; therefore, what is needed is leadership and targeted coaching, not training and developmental plans.

Similar to employee improvement strategies in business, educational employee performance has a direct effect on both the educational organization and its clients. The direction of employee improvement in education has its foundation from the corporate world. As a result of improvement strategies sparked by business, various educational reform efforts emerged, designed to assess and improve the performance behaviors of teachers and administrators.

Initially, classified employees were not given the opportunity to participate in development programs until long after such programs were initiated for business executives (Rebore, 1995). The large-scale development of programs designed for the improvement of classified employees in private business and industry sparked an interest in organizations across the United States.

Organizations in the United States with 100 employees spent \$60 billion on providing formal training to 58.6 million employees (Webb & Norton, 1999). Unfortunately, training and development programs for classified personnel in education have traditionally lagged behind those in business organizations as well as certificated personnel in education. "Only recently have school districts come to recognize that performance improvement should include all employees and no section of workers can be overlooked" (p. 475).

Swan, Holmes, Brown, Short, and DeWeese (1988) developed a Generic Performance Appraisal System for Classified Employees (GPASCE). Development of this program was for the purposes of 1) encouraging and facilitating improvement in the performance of employees, 2)

providing a documented record of the employee's job performance, 3) providing an opportunity for communication between supervisor and employee on the subjects of job requirements and work expectations, 4) specifying direction for work improvement, 5) assuring employees that objective criteria are used in performance appraisal, 6) demonstrating that exceptional or unsatisfactory performance will be noted, and 7) exemplifying the supervisor's and school's continuing interest in performance improvement.

Similarly, in the field of education, some school districts limit employee development programs only to teachers and administrators. If effectiveness of schools is to occur, there must be "performance improvement programs for all who affect student learning" (Sparks & Hirsh, 1997).

Personal mastery of job performance involves taking stock of the past in order to create goals for the future. Obtaining actions in the present will bridge the gap between deep aspirations and the level of performance our challenging world is demanding (Nuer, 1999).

Adequate evaluation and developmental improvement strategies for classified employees will bring forth personal mastery; however, there are obstacles that deter school districts from attempting to improve all staff members. The obstacles involved with classified employee evaluation and improvement processes are: it requires time, costs money, and influences employee relationships with their supervisors. Ultimately, the process of appropriately writing employee evaluation and job improvement plans in their best form will benefit students, teachers, administrators, the organization, and the schools (Redfern, 1980).

Growth plans

The performance developmental plan is part of the evaluation tool designed to assist businesses in obtaining desired results from their employees. Getting employees to perform the

job efficiently and effectively is the strategic function of performance improvement plans. Fisher (1996) articulated a distinction regarding traditional performance development or growth plans. According to Fisher, performance improvement plans are agreed upon actions that are incorporated in the employee's performance agreement record. These plans are collaboratively developed by the employee and supervisor designed for performance improvement and the development of employee attributes and competencies.

The research regarding performance improvement plans suggests that the plan concentrates on the following developmental areas: 1) current job criteria, 2) improving the ability to perform a job well, 3) extending the capacity to undertake a broader role with his/her job, and also, most importantly, 4) enhancing the potential of individuals to carry out higher level job responsibilities (Fisher, 1996). *The Time Warner Communication Performance Appraisal Training Manual for Exempt and Nonexempt Employees* handbook affirms the view that improvement plans aid employees in understanding the dimension of effective job performance.

Employees must know what is expected of them on the job. The employee must know the standards by which their performance will be judged. When a supervisor and employee agree on a specific improvement plan, the agreement is on a basis for performance appraisal and an avenue for career development. (*Time Warner Employee Handbook*, 1999)

Performance improvement appraisal and plans have become commonplace in everyday working environments in business and industry. Growth of formal organizations and recognition of their critical importance to a complex society have brought about the need for formal and systematic approaches to performance appraisal and improvement of employees (Casterter, 1996). Jointly, the supervisor and employee develop written objectives and improvement plans that are

measurable and achievable during the coming year with a set timetable for the improvement plan to be frequently reviewed and documented for progress.

Advantages of growth plans

"How am I doing, and what can I do to get better?" These questions provide the basic rationale for the written improvement plan by both parties. After establishing a clear picture of the developmental goals, consideration is given in determining strategies designed to obtain desired performance behaviors (Lepsinger & Lucia, 1997). The benefit of the professional growth plan (PGP) is that it provides a written contract that allows the evaluatee to select several high impact areas on which to focus (Goldsmith, Lyons, & Freas, 2000).

Following the lead of business and industry, school organizations are electing to include classified personnel as a part of the district's improvement process (Webb & Norton, 1999). The process includes the collaborative development of PGPs based primarily on information discussed at a progress review conference. The PGPs provide feedback regarding areas in need of growth and directs strategies for performance enhancement (Castetter, 1996). During this time, the evaluator and evaluatee develop performance targets concerning the next year's review period.

Collaboration in the selection of goals, objectives, activities, assessment, and needed resources and materials is considered in determining the appropriateness of assistance (Webb & Norton, 1999). Getting employees to perform the job efficiently and effectively is the strategic function of professional growth plans. Traditional performance development plans, according to Martin Fisher (1996), are plans that are incorporated in the employee's performance agreement record. It is the actions agreed upon by the employee and supervisor that allow for employee job performance improvement and that develop employee attributes and competencies.

The PGP concentrates on the developing current job performance criteria, on improving the ability of employees to perform well, on extending the capacity to undertake a broader role with their job, and also on enhancing the potential of individuals to carry out higher level job responsibilities (Fisher, 1996).

Currently, performance improvement appraisal and plans are more common in business than in education. However, growth of formal organizations and recognition of their critical importance to a complex society have brought about the need for formal and systematic approaches to performance appraisal and improvement of employees (Casterter, 1996). Thus, the two school systems under investigation have adopted the Total Systems Approach, a comprehensive approach to developing a performance management system that combines improvement and accountability of all employees in the continuous improvement process (Manatt, 1988).

Criticisms/negatives of growth plans

Most traditional improvement plans in the first half of the twentieth century were devoted to non-administrative personnel. According to the Joint Committee on Standards of Educational Evaluation (1988), personnel evaluation has been ineffectively conducted in educational organizations, despite the centrality of the process. It further identified specific failures common to personnel evaluation practices. Strong and Helm (1991) suggested that improvement plans fail to "1) screen out unqualified persons from certification and selection process, 2) provide constructive feedback to individuals, 3) recognize and help reinforce outstanding service, 4) provide direction for staff development programs, and 5) provide evidence that will withstand professional and judicial scrutiny" (p. 63).

Additionally, Castetter (1996) identified weaknesses in the traditional method of improving employee performance. These identified weaknesses include the following: 1) most administrators or supervisors are not qualified to assess the personality of the individual, 2) appraisal tools lack validity, 3) the appraisal system does not apply to all personnel, 4) the results are not utilized to assist individual development, 5) improvement plans are fragmented into personality traits which, when added together, do not reflect the whole person, and 6) most plans do not establish organizational expectations for individuals occupying specific positions.

Moreover, Mager (1997), recognized as the leading theorist supporting performance improvement plans, long argued that not all classified employees need formal training to improve their performance. Mager suggests that any employee could successfully perform a behavior if their lives or jobs depended on it. Therefore, what is needed is leadership and targeted coaching, not training and growth plans.

Summative evaluation

Rebore (1991) in his book suggests that all personnel within an institution should be evaluated. Employee evaluation is an ongoing process that varies in suitability for educational institutions. Performance evaluation systems take on many forms, varying in size and complexity of educational organizations, different leadership styles of administrators and supervisors, and the varying needs of individual employees (AASA, 1989).

Michael Scriven (1967) initially introduced the terms formative and summative evaluation and specified their roles in the educational process. Summative evaluation is a single-source performance assessment method conducted at the end of a predetermined period for the purpose of assessing performance. This appraisal method consists of a written narrative that assesses an employee's strengths, weaknesses, past performance, potential, and provides recommendations

for improvement. The evaluations are used to make personnel decisions regarding such matters as contract renewal, tenure, merit pay, and termination (Webb & Norton, 1999).

The summative evaluation is one form of employee's evaluation that serves in the capacity of a performance critique. This performance evaluation procedure is conducted at the end of an activity or period of time and is designed to assess terminal behaviors or overall performance. The evaluation process is formal, somewhat infrequent, and focuses only on the person being evaluated (Webb & Norton, 1999; Sperry, Ponder, & Drew, 1992). Its importance lies in its ability to provide administrators data for use in making career decisions of the employee (Blacker-Rick, 1991).

Seen as the end-of-the-year activity or period of time, the summative evaluation process assists in assessing terminal behaviors or overall performance of the employee. From Glickman, Gordon, and Gordon's (2001) perspective, the administrative function of the summative evaluation is intended to determine accountability, involve important decisionmaking about levels of performance, determine if minimal expectations have been met, and documents inadequate employee performance for the purpose of remediation or termination if necessary. Manatt (1988) identified the components of a summative evaluation cycle: 1) summative written report, 2) summative conference, 3) written agreement, 4) listing results, and 5) establishing new goals and planning.

Providing all personnel with the opportunity to participate in an evaluation process whose measurements are utilized to assess performance is a definite sign of institutional change. Additionally, employee buy-in is more likely when the development of a district's comprehensive evaluation process is aligned with similar performance measures of teachers, administrators, and supervisors. Evaluation measures of classified personnel may include: 1) critical work activities (CWAs), 2) performance criteria, summative assessments from the individual's immediate

supervisor, 3) personal improvement plans, and 4) the multiappraisal approach (Herman & Herman, 1999).

Accountability has emerged in every field of educational reform. It is important for supervisors of various levels of employees to teach all employees the rewards in visualizing and obtaining improvement. The supervisor's job is to help each employee realize their own potential in reaching defined goals and objectives (Covey, 1990). It is also important to keep in mind that complete organizational transformation takes time. In order for employees to benefit from the summative evaluation process and to develop a realistic effect, all employees must be given the opportunity and assistance in developing realistic, obtainable, improvement goals (Capodagli, 1999).

Criticism of summative evaluation

The criticism regarding the SER is that it is a supervisor-only appraisal system that typically occurs once a year with the express purpose of providing employees with assessment of their work performance. Additionally, the SER provides management with a single perspective of performance that is used for decisions on pay and promotion (Edwards & Ewen, 1996). However, an employee-supervisor-only performance appraisal system may not truly reflect the individual's actual job performance. It is possible that high-performing employees may receive poor appraisal ratings that limit their opportunity for rewards such as pay increases and promotions due to the idiosyncrasies of the supervisor (Edwards & Ewen, 1996).

Medley and Coker (1989) suggest that correlation between the average principal's rating of employee performance and direct employee effectiveness was near zero. In their review of this empirical study, Manatt and Daniels (1990) asked if principals could be trained to be more effective in classroom observations and ultimately, performance evaluation. Fisher (1999) warns

that the summative evaluation process makes considerable demands on the skills of both the administrator/appraiser and the employee/appraisee. These demands are complicated by the lack of appraisal training offered to both parties.

Moreover, Fisher (1999) contends that conditions exist that may compromise the outcome of the summative evaluation process. Two major conditions that generate problems with the summative evaluation process are the possible existence of friction between the administrator/appraiser and the lack of evaluation training offered to both parties. The unfolding of these conditions may cause the appraisee to develop an antagonistic feeling towards the summative evaluation process, contending that the summative appraisal is something that is done to employees rather than a process in which employees can take an active part. As early as the 1970s, Menne (1972) argued that single appraiser systems are inaccurate and just don't work. Menne and Tolsma (1971) also argued that multiple data sources are needed to overcome inaccuracies and leniency bias of evaluators.

360-degree feedback (multirater assessment)

Unlike the single-source appraiser system (summative evaluation), a 360-degree feedback (multiappraiser) system consists of information obtained from members of an individual's work team. Feedback may be received from direct reports, peers, colleagues, self, client, and dotted line or direct supervisor(s). Church and Waclawski (1998) make the point that this process allows for wider and deeper understanding of how an individual employee is doing and provides for a better opportunity to receive complete and objective feedback.

Single-source assessments reinforce employee accountability and service to that single source, typically the boss. In contrast, multiappraiser assessment creates accountability and service to all stakeholders: supervisors, external customers, and internal customers including co-

workers and direct reports (Edwards & Evans, 1996). Additionally, Edwards and Evans continue by saying that supervisors have the tendency to rate more honestly and more rigorously when their ratings are supported by other informed sources, such as 360-degree feedback.

The emphasis regarding multirater assessment is based on the belief of organizational change, training, and development and that feedback leads to an enhanced level of self-awareness on the part of the individual receiving it (Church & Waclawski, 1998). The assumption in multisource feedback is that feedback to people is more accurate and appropriate if it taps into information from sources beyond the immediate manager (Zingheim & Schuester, 2000). Edwards and Ewen (1996) emphasize that honest and candid feedback can overcome false self-perceptions, blind spots, and can save careers.

The theory base which supports the assumption that self-awareness leads to effectiveness and performance is guided by the works of Daniel Goleman's concept of emotional intelligence, Charles Garfield's analysis of peak performers, Stephen Covey's habits of highly effective people, and Peter Senge's principles of individual and organizational learning. As the 360-degree feedback process better serves the needs of employees, it serves the changing needs of their organizations too.

The 360-degree feedback model can be designed to align with organizational goals to create opportunities for personnel and career development and for aligning individual performance expectations with corporate values (Edwards & Ewen, 1996). Further, Church and Waclawski (1998) contend that the implementation of a multirater system impacts behavioral change and enhances employee effectiveness.

However, Manatt (2000) warns that the process of 360-degree feedback is a sampling technique and should not be considered as a 100 percent survey tool. Used as part of the developmental process of the employee, 360-degree feedback should be implemented at three

levels: 1) for developmental purposes (for the employee's eyes only), 2) for appraisal, and 3) for compensation.

Criticism of 360-degree feedback

The old model for performance improvement does not lead to productivity and quality improvements. In current practices, the boss is the key customer. Everyone focuses on how to please boss rather than pursuing the root cause of process problems that are responsible for holding back performance gains (Weaver, 1996). Multirater feedback or 360-degree review unfortunately reinforces the wrong focus. The boss for the boss usually collects the 360-degree data, after a task or project has been completed, to determine whether an employee has been working effectively with his/her customers and subordinates.

Then the boss or a third party tells the employee what he/she learned. The employee is expected to correct the deficiencies identified. Weaver suggests that this procedure puts the boss in the role of the customer and takes the employee out of the role of problem solver with the real customer.

An additional criticism of 360-degree feedback is that this type of assessment is primarily a popularity performance program that suffers from both bad execution of the law with unintended consequences (Lewis, 2000). Lewis argues that the 360-degree instruments tend to ask only social questions as opposed to including majority questions that are job specific. Even when done well, the unintended consequence of 360-degree feedback usually outweighs the intended ones. With 360-degree feedback programs, employees tend to act so as to generate good feedback and to just get along.

Clark and Whittall (2000) contend that because feedback is confined to the yearly performance appraisal, the small amount of feedback received is too little too late. 360-degree

feedback once a year is about performance that has already occurred. It provides little opportunity to alter performance that could have impacted the results achieved. Feedback of this nature often turns into personal opinion or judgment (Clark & Whittall, 2000; Lewis, 2000). It lacks context and is not provided in relation to any predefined standards of work the recipient has targeted to be achieved. The greatest flaw in 360-degree feedback according to Clark and Whittall is that people are rarely trained at giving or receiving feedback, usually resulting in outright dismissal of any pertinent information.

Castetter (1996, p. 273) cites several factors that multirater appraisal systems fail to accurately evaluate the performance of school personnel. The weaknesses in the 360-degree feedback system are as follows:

1. Appraisals are focused on an individual's personality rather than what he or she is expected to do or results he/she has achieved.
2. Multirater tool lacks validity.
3. Raters display bias.
4. Ratings and raters are subject to organizational influence.

Total systems approach

In the study of classified employee performance evaluation, two assumptions are made. First, classified employee performance can be measured in terms of well-established job descriptions, competencies, and behaviors; and second, classified employee performance can be improved through the evaluation and supervisory process.

An effective evaluation and improvement process for classified employees can improve the educational climate of a school while helping to meet the accountability requirements for the local school system (Weiss, 1987). Employee evaluation systems provide opportunities for personnel

growth and overall school improvement. However, when conducted improperly, evaluation can also become a source of controversy and low morale. It is imperative that the school system demonstrates its commitment to school improvement and growth of its employees by implementing a sound evaluation system.

The systems approach serves as a tool to assist in planning, in the achievement of outcomes, and as a means for resolving problems (Kaufman, 1988). The term "total systems approach" denotes viewing the school as a network of interrelated and interacting subsystems rather than as isolated, separate units, each system charged with accomplishing a part in the school system's mission (Castetter, 1971; Drake & Roe, 1980; Knezevich, 1984; Senge, 1990). Additionally, Craig (1976) cites that a system is perceived as a whole whose elements "hang together" because they continually affect each other over time and operate toward a common purpose. According to Hoy and Miskel (1987), "A system is a set of interdependent elements forming an organized whole."

Although the concept of systems thinking is a discipline of seeing wholes, its primary focus is the evaluation and improvement of the employee (Craig, 1976). This improvement approach serves as a tool in planning and achieving outcomes and as a means for resolving problems (Kaufman, 1988). Evaluation based upon the systems approach gives due consideration to the way in which the parts of the organization interact to facilitate achievement of the district's goals (Castetter, 1971).

The primary capacity of the systems approach is ensuring accountability, while additional focus provides a means of performance improvement. In the total systems approach, the written growth plan is an integral phase of the process. It not only allows for the measurement of competence but also supports the training of the individual to become more competent (Manatt, 1989).

Evaluation based upon the systems approach gives due consideration to the way in which the parts of the organization interact to facilitate achievement of the district's goals (Castetter, 1971). The research based total systems approach to evaluation and supervision serves the school district in a number of capacities (Manatt & Stow, 1982). The primary capacity of the systems approach is ensuring accountability, while an additional focus is to provide a means of performance improvement through a process using collaboratively written professional growth plans. Thus, organizational advancement occurs when all employees are participants in the improvement process.

Professional growth plans and the total systems approach

In the total systems approach to evaluation, writing the professional growth plan is an integral phase of the process. This approach provides for the development of employee trust while placing emphasis on improvement of performance (Rauhauser, 1983; Redfern, 1980; Weiss, 1988). The agreement is a written plan for improvement of performance, accomplished at the end of the cycle with implementation planned for the beginning of the next cycle. Effective evaluation systems not only measure competence but also support the training of the individual to become more competent (Manatt, 1989). This agreement is a plan for success!

Recognizing the need for "buy in," the written growth plan is collaboratively developed by the supervisor and the employee (Bolton, 1980; Stow, 1988). The plan is strategically designed for individual improvement in which a goal is set and measurable behavioral objectives are selected. Stow (1988) identifies the following guideline in developing the growth plan: 1) use needs determined from the criteria ratings as a base, 2) place emphasis on an individualized plan, and 3) be prepared to revise as needed.

Coaching

Successful school systems have school administrators and principals who motivate and inspire their staff members to perform better. At the heart of the challenge to enhance performance behavior is performance coaching (Gilley & Boughton, 1996). Performance coaching is a person-centered management technique that requires face-to-face communications, personal involvement with the staff member, and establishment of rapport (Gilley & Boughton, 1996).

Its purpose is to help the employee learn more easily so that the standard of performance will improve. This one-to-one role allows the coach to play an active part in identifying outcomes and assist employees in achieving them (Kamp, 1999).

Peterson and Hicks (1996) believe that coaching is a continuous process that equips staff members with the tools, knowledge, and opportunities for development. The performance coaching process is designed to help staff members improve performance behaviors, solve problems, and secure desired organizational results (Gilley & Boughton, 1996). Goldsmith, Lyons, and Freas (2000) believe that the foundation of performance coaching allow organizations to move from "learning-as-an-event" to learning as a continuous improvement process.

Within the foundation of performance coaching is the discussion with the employee of the individual plans for improvement based on continuous feedback addressing the employee's needs (Zingheim & Schuster, 2000). An example of performance coaching responsibility is providing assistance to novice employees by conducting formative assessment reviews. In this situation the coach may use the same evaluation criteria that the formal evaluator uses (Danielson & McGreal, 2000). During this time a written developmental plan or contract is constructed designed for assisting the employee in obtaining developmental goals (Goldsmith, Lyons, & Freas, 2000).

Carlson (1987) contends that the advantage of performance coaching is that it provides minute-by-minute, day-by-day improvement activities that replace the traditional directing, organizing, coordinating, and controlling of activities. Its main thrust is the overall enhancement of employee self-esteem and successful productivity of organizational goals (Gilley & Boughton, 1996; Bolton, 1986).

Criticism of coaching

The criticism of performance coaching is that it often requires hours and hours of private tutoring with staff members (Peterson & Hicks, 1996). Danielson and McGreal (2000) believe that because the relationship between the employee and staff is based on trust and a safe, nonthreatening setting for risk taking, in most school districts performance coaches do not conduct or sit in on formal evaluations.

Williams (1997) warns that since performance coaches do formally evaluate, the process of coaching is perceived as a technique for only providing feedback to staff members. Moreover, Witherspoon and White (1997) assert that skeptics of performance coaching see the technique as simply the newest management development fad.

Workplace/career counseling

Similar to the principles of coaching, workplace counseling is considered an investment in the individual employee (Calabrese & Zepeda, 1997). Kamp (1999) cites that workplace counseling is a non-directive approach to resolving issues or encouraging development in employees. Employees participating in workplace counseling are allowed to take the lead in identifying performance issues of where they want to go and how they intend to get there.

Basically, the role of the counselor is to listen and assist the employee with working through the developmental process.

The advantage of workplace counseling is that it empowers form of performance development which enables employees to have control of their own growth process or resolutions of development issues (Kamp, 1999). Further, Kay (1997) determined that career counseling is one of the most important developmental and supervisory roles. School administrators and principals engaged in this role encourage staff members to make independent yet informed decisions regarding future developmental goals and objectives as well as providing steps for achieving desired outcomes (Simonsen, 1997).

Criticism of counseling

Although workplace counseling focuses on improving individual employee performance, it has a major flaw. The major criticism of the workplace counseling technique is that the process is too slow, it takes time, and is only successful when used as a sounding board for employees to unravel their own confusion (Calabrese & Zepeda, 1997).

Performance pay/merit pay

Implemented as a motivational tool for improved performance behavior, the conceptual theory of performance pay is to provide a method for rewarding employees who perform at a high level (Herman, 1999). Organizations that experience pay for performance do so by either rewarding individual performance alone or by considering individual performance with organizational and group results.

In the field of education, the term "pay for performance" is also known as incentive compensation. Its purpose is to reward selected employees for specified types of performance following a formal evaluation (Castetter, 1996).

Compensation awards may vary as monetary or non-monetary in form, either of which is designed to reward outstanding contributions by employees. Generally, monetary incentives are added to the employee's base pay and are renewable during continuation of performance excellence.

Schuster and Zingheim (1996) explain that the implementation of a sound performance appraisal program is essential in the determination of performance pay. The appraisal process is used in focusing on how the employee performs compared to expected performance or results (Schuster & Zingheim, 1996).

Criticism of performance pay/merit pay

Evaluating individual performance in an organization and linking it to rewards such as pay has left the door open for criticism of performance pay/merit pay. It was noted by Schuster and Zingheim (1996) that when pay is tied to individual performance, employees become hesitant in evaluating themselves honestly during the performance cycle. The result of this behavior hinders the overall performance improvement process established by the organization (Schuster & Zingheim, 1996).

Ranking

In a study that examined appraisal processes, Bacal (1999) found that the fundamental framework of a ranking system is the evaluation of employees based on comparative ratings such

as "better," "equal," or "worse." Bacal maintains that ranking identifies outstanding employees and provides organizations with data needed for promotions, rewards, or compensation.

Criticism of ranking

Although ranking is used by many organizations for rewarding employees, others have criticized its fairness (Heathfield, 2000). Heathfield suggests that performance improvement is compromised when salary increases are tied to numerical rating or ranking. With a ranking system, it is impossible to rank all employees as excellent (or at the top of the heap), even if all employees are excellent (Bacal, 1999). Moreover, ranking creates a quandary for managers who are aware that decisions made may limit an employee's financial or promotional increase if the performance is rated less than "outstanding" (Heathfield, 2000).

Staff development

Staff development connotes the idea of training for the purpose of developing new knowledge and skills beyond their current job performance. The goal of staff development is improvement of the persons who make up the organization and the overall improvement of the organization itself (Olivia, 1993). Staff development's main focus includes personal development of employees as an individual or as groups in both formal and informal situations (Orlich, 1989).

As an organization, school districts need well-trained, well-qualified administrators, teachers, and support personnel to fulfill the mandate of school improvement. As the positions and job requirements within a school district become more complex, the importance of staff development programs increases (Rebore, 1998). The benefit of staff development is its focus with changing the behavior and/or attitudes of staff members by addressing the real needs of the educational organization.

Although staff development programs in education have been limited to the professional staff in many school organizations, Rebores (1998) contends that all employees can profit from developmental programs. Thus, classified employees should have the opportunity to increase their skills and to participate in personal growth activities. As new employees are hired and continue on their job, upgrading employee skills is required if employees are to remain effective. In order to upgrade job performance skills, classified employees can be introduced into the responsibilities of their positions through staff development. Anderson and Durant (1997) explain, "Job expectations and roles change for classified employees just as they do for teachers, therefore, staff development is needed for all employees" (p. 19).

In order to meet new performance challenges such as changes in technology, laws, program mandates, and academic achievement, staff development programs for classified employees should include both job related skill development as well as "soft-skill" sessions (Anderson & Durant, 1997). In response to the changing roles of classified staff, many school organizations' development programs are emphasizing cross-job as well as job-specific training as the main thrust of staff development (Anderson & Durant, 1997). As the movement toward empowering classified staff with input over improving their professional destiny grows, the chance to participate in staff development strategies allows employees to remain current and effective in their positions.

Criticism of staff development

A major criticism of staff development programs is that employees perceive staff development activities as an ineffective process because employees receive little support for implementing newly acquired skills and ideas. Additionally, staff development programs fail because of the lack of appropriate program organization and lack of supervision and support

during implementation (Rebore, 1998). Sparks (1985) promotes that commitment to the staff development process by each employee has the greatest influence on the success of a school's climate.

Olivia (1993) suggests that not every activity engaged in by employees must have as its purpose the training of personnel. It is pinpointed by Olivia (1993) that there comes a time when employees would reject the notion that every activity is a successful training program designed individually for their needs. In this situation, the developmental process for specified employees must shift its focus from staff development to address various improvement strategies that meet specific needs of the individual employee.

Generic Performance Appraisal System for Classified Employees (GPASCE)

The sequences of actions for this program are as follows (Swan et al., 1998):

1. The supervisor and employee meet at the beginning of each year and discuss the employee's job in detail.
2. The supervisor monitors the employee's performance through the appraisal period to obtain firsthand knowledge for the appraisal.
3. If any concerns develop during the appraisal period, the supervisor meets with the employee to provide encouragement, assistance, and direction for improvement.
4. Within two weeks of the end of the appraisal period, the supervisor completes the performance appraisal rating form.
5. The supervisor shares the completed appraisal form with the reviewer.
6. Within two weeks of the end of the appraisal period the supervisor meets with the employee to share and discuss the approved appraisal with the employee.

7. Within one week of this meeting the supervisor completes and signs the finalized appraisal form and submits it to the reviewer for approval.
8. Within four weeks of the end of the appraisal period the employee receives the final performance appraisal.
9. The final performance appraisal is filed in the employee's personnel file.
10. If the employee considers the final appraisal unfair or unreasonable, he or she may appeal directly to the reviewer for reconsideration or pursue the established grievance or appeal procedure of the district.

Related Research

The literature points to the ongoing process for improving the performance levels of teachers and principals in schools. While there has been much research for improving performance levels of teachers and principals, the research for performance improvement of special education teachers, counselors, and classified personnel is scant. Much of this research on performance improvement has been sponsored by the School Improvement Model (SIM) Center at Iowa State University (Manatt, 2001).

Rauhauser (1983) focused on the quality and effectiveness of professional growth plans for over 3000 teachers who participated in the School Improvement Model completed by Manatt and Stow. Rauhauser found that by sampling he could analyze how well the growth plans were written and determine why the quality of the written growth plans varied.

A series of compendiums designed to assist teachers with improving their job performance were funded by Iowa State University Research Foundation. Recognizing the effectiveness of quality Job Improvement Targets (JITs) in the evaluation process, Manatt and Stow (1984, 1985, 1986) adopted the methodology and changed the name of the instrument from JITs and developed

three models of Performance Improvement Commitments (PICs). The models were to be used as a basis for writing objective strategies (or job targets or professional growth plans or development improvement plans or suggested strategies for teacher performance evaluation criteria).

Studies on improvement conducted by SIM I provided the publication of a series of compendiums designed to improve the job performance of 1) teachers, 2) principals, 3) support staff (i.e., counselors), and 4) classified staff. The first compendium, *Clinical Manual for Teacher Performance Evaluation* (Manatt & Stow, 1984) provided evaluators with strategies for teacher improvement by implementing productive teaching techniques and evaluating those techniques with valid and reliable performance criteria. Second, *A Compendium of Validated Professional Improvement Commitments* (Stow & Manatt, 1985) was developed in order to assist a teacher with his/her job improvement during the next year evaluation cycle. This compendium became a compilation of effective improvement strategies for teachers.

Third, *A Compendium of Validated Professional Improvement Commitment, Volume Two* (Stow & Manatt, 1987) was created to serve high-performing teachers who pursued advancement through the career ladder, a resource book of ideas tailored to meet individual improvement needs of the teacher.

As delineated by Stow (1988), the essential elements of a PIC are:

1. goal (general intent)
2. objective (specific, measurable behavior)
3. set of procedures (plan-of-action) or a sequence of steps with a timeline which keeps process moving ahead, and indicates a completion date; progress check to indicate how it is going along with the evidence which indicates how it will be known if the PIC has been accomplished. (p. 83)

Research directed toward teacher improvement and evaluation at the SIM Center was followed by research focusing on the effectiveness of principal evaluation systems (Frerking, 1993; Noel, 1991; Mueller, 1987). The related research on principal evaluation provided information concerning the status of evaluation practices used in school districts and assessed the effectiveness of evaluation systems used in districts as perceived by supervisors and principals.

Teacher and administrator evaluation systems were enhanced by Steve Nance (1986) with the introduction of a "rubric" or "template" regarding what PGPs or professional improvement commitments (PICs) should include. Nance's study cited the following: 1) areas of performance, 2) criterion or specific behavior, 3) a statement of intent expressed in specific measurable terms, 4) procedures—the plan of action or steps taken to accomplish behavior statement, 4) timeline—starting and completion dates, 5) monitoring—checks used to determine growth, 6) evidence—documentation, and 7) standard—the model that the completed plan should look like. Moreover, Mueller (1987) suggested strategies for improving secondary principal performance through the process of principal evaluation procedures with the use of the written PICs. This process is to be implemented during the next principal evaluation cycle.

Building upon the research on teacher and principal performance evaluation, the area of evaluation and growth plans for special education teachers is currently ongoing (Schmitz, underway). As additional research is documented in the field of evaluation and improvement for special education teachers, a complete set of improvement plans will be available for all educational employees as it relates to enhancing job related skills and performances. Moreover, the evaluation and improvement strategies of school counselors have been completed by Cain (2001). Further, Alemoni (1987) recognizes that the development of performance improvement plans should be comprehensive and geared toward a goal designed to enhance quality of performance rather than merely improving performance competencies.

Qualitative research

Since this study combined action research and descriptive statistics, this chapter includes a brief review of literature on qualitative and quantitative research. However, it is noted that the central focus of this study was based primarily on qualitative research methodology.

Both quantitative and qualitative research approaches can be rigorous, systematic forms of empirical inquiry. Collectively, quantitative and qualitative research have much to offer the field of education because of their ability to address different questions in education. However, a way of distinguishing between the two approaches is to make use of Everhart's (1975) concept of "how?" (qualitative) vs. "how well?" (quantitative). Borg (1982) conceived the notion that qualitative research studies what is known as the "multiple realities" of a situation—how something is perceived and experienced by others. Borg, Gall, and Gall (1993) contend that the advantage of qualitative research is that it allows the researcher to study individual instances of a phenomenon in great depth. Qualitative research is predicated on the assumption that each individual, each culture, and each setting is unique. Further, the purpose is to develop an understanding of individuals and events in their natural state, taking into account the relevant content (Borg, Gall, & Gall, 1993).

Qualitative researchers conduct studies by participating or observing concentrated studies of individuals or groups; use quantifiable data and/or various forms of unobtrusive data; sometimes use sampling techniques; occasionally compare one group with another; and often combine methodologies of qualitative and quantitative research. Although their studies may last from a few months to five or more years, their goal emphasizes the observation and study of human activity in its natural settings (Rogers, 1984).

Quantitative research

By contrast, quantitative research makes a different assumption than qualitative research. Quantitative research reveals trends or laws that lead to reliable predictions and control of educational phenomena. Although quantitative research does not allow for perfect prediction or control, its purpose is to make objective descriptions of a limited set of phenomena and to determine whether the phenomena can be controlled through certain interventions (Borg, Gall, & Gall, 1993). From Krathwohl's (1997) perspective, research describes phenomena in numbers and measures instead of words; the focus of the research is usually predetermined and deduced from prior research. Quantitative studies describe behaviors with measures or observation scales (or both) and predominately focuses on a cause-and-effect relationship between two variables. Moreover, Krathwohl (1997) asserts that the utilization of quantitative research employs the following principles: 1) tightly designed experiments in which the events are controlled by the researcher, 2) employment of deductive logic to predict the results from a proposed explanation (hypothesis), 3) validated explanations, and 4) demonstrated relationships.

An analysis of Table 1 reveals contemporary research pertaining to performance evaluation approaches. The studies included in this table reflect a synthesis of literature regarding the history of educational employee improvement practices that were found to be of particular benefit to this research endeavor. There are three themes reflected within the synthesis of literature. The first theme is comprised of four sources of literature that focus on the purpose or the function of performance improvement practices. The literature suggests that improvement practices develop a better workplace environment and create quality schools by producing quality educational teams that work towards improving educational programs.

The second theme is also comprised of four sources and characterizes the effects of performance improvement strategies. The literature emphasizes the concepts that improvement

Table 1. A synthesis of research literature for the history of educational employee performance improvement practices

Date	Author	Contributions
2001	Bradshaw & Glatthorn	When teacher evaluation, staff development, and school improvement are tightly connected as an important personnel function.
2001	Glickman, Gordon, & Gordon	Summative evaluation is an administrative function that is intended to determine accountability. It involves decisions about level of performance, determines if minimal expectations have been met, documents inadequate performance for the purpose of remediation, and if necessary, termination.
2000	Danielson & McGreal	Alternative evaluation approaches are to extend the evaluation process beyond the site administrator.
2000	Zingheim & Schuster	Performance measures and feedback are the messengers for a firm's goals and competency requirements. They solidify a better workforce, support building trust, collaboration, and cohesiveness.
2000	Danielson & McGreal	The final summative evaluation of a staff member carries a considerable weight and importance in judging performance.
1999	Herman & Herman	The summative evaluation process should shadow the evaluation process of teachers, administrators, and supervisors.
1997	Calabrese & Zepeda	The summative evaluation is used by supervisors to evaluate the work of each staff member.
1997	Sparks & Hirsh	Excellence in education occurs when schools improve the job performance behavior of all personnel that affect learning.
1996	Seyfarth	Successful schools depend on the enhancement of the quality of personnel teams that run them. This includes developing the performance of teachers, principals, secretaries, teacher assistants, and other support staff.
1993	Olivia	Improvement plans commonly suggested for teachers include behavior changes, college courses, staff development activity, peer visits, and reading professional literature.

Table 1. Continued

Date	Author	Contributions
1991	Blacher-Rick	The summative evaluation process is used by supervisors in making career decisions of employees.
1991	Gastel	Recommends an evaluation system comprised of self-assessment, peer review, supervisor evaluation, and student evaluation.
1991	Stronge & Helm	The overarching mission of evaluation is to improve educational programs and to provide services to students and other clients. A major factor in effective school evaluation is improvement reform.
1990	Barth	Book on school improvement focusing on collegiality, interactions both within and outside, adult learners, and the school as a "community of learners."
1990	Naisbitt & Aburdene	The individual principal was recognized as the key to change, rather than the institution.
1988	Stufflebeam et al.	Based on the view that the most important purpose of evaluation is not to prove but to improve; emphasis on improvement through formative evaluation.

strategies are designed to evaluate, shadow, and make career decisions regarding employee performance. The third theme found within the literature reflects desired outcomes of performance improvement strategies. According to the literature, the overarching outcome of improvement strategies is change in employee behavior by implementing staff development, peer visits, college courses, and reading professional literature.

Summary

The review of literature began with a rigorous search of information in two broad areas, performance evaluation and improvement strategies for classified personnel in K-12 schools. Attention in the study focused on a recurring theme for the use of collaboratively developed and written approaches to classified personnel performance evaluations in addition to job performance enhancement strategies in education. Further, to clearly establish the importance of personnel evaluation in educational institutions, additional investigation of the study identified related business practices, research, supervision, and obstacles developed in implementing improvement strategies for contracted classified employees.

Occurrences cited in the literature as influencing performance improvement of classified personnel were the accountability and the restructuring movement. These two movements engendered the accountability responsibility of teacher and administrator performance behaviors. Authorities in the field of education advise that planning for total improvement necessitates a collaborative approach to classified employee performance strategies with emphasis on the written professional growth plan of the individual.

The need for professional improvement strategies following the evaluation of classified personnel in educational systems is a multifaceted process that is vital to school improvement (Joint Committee on Standards for Educational Evaluation, 1988). The results of the evaluation

aid administrators/supervisors in decisions regarding placements, transfer, promotion, and/or compensation of each employee, but also help to identify the developmental needs of the organization. Therefore, the ultimate goal of performance improvement strategies of any educational organization is to improve the programs and services to benefit students and other clients.

Communicating the district's mission while developing a climate of improvement is a shared challenge of superintendents and principals. The outcomes-focused administrator takes an active role in both evaluation and the development of improvement behaviors, collaborating with classified employees in goal setting, monitoring strategies, thus effecting change throughout the entire educational organization.

The professional improvement plan has been called many things throughout the years, be it a Job Improvement Target by Redfern (1980), a Professional Improvement Commitment (PIC) by the School Improvement Model at Iowa State University (Stow, Manatt, Mitchell, & Hawana, 1985), a Professional Improvement Plan by each site in this study (School District USD No. 28 and WEED), an itinerary by Laidlaw Transportation Services, and a Growth Plan by Valentine (1987). Collectively, the intent of this process is the same—individual performance improvement in a specific area.

Discernibly, well-written professional growth plans should address the needed areas of improvement, realistic, measurable, and commensurate with available resources. Bradshaw and Glatthorn (2001) suggest that developmental plans should contain follow-up activities that supplement the primary evaluation cycle; however, some developmental plans can be developed for a single year, with goals and strategies initiated during the summer months. Moreover, because of the demand of accountability, both the appraiser and appraisee should carefully

consider if the designed improvement strategy emphasizes performance activities or behavior modifications.

It is important to note that organizational changes will occur and will endure as each and every employee become part of the organization's change process (Naisbitt & Aburdene, 1990). Not all educational organizations or their contracted-out associates embrace the concept of using growth plans as the map for improving employee performance. Additionally, not all organizations cited in this study offer additional employee improvement strategies addressing employees' needs other than staff development opportunities.

Neither change nor satisfaction occurs in a vacuum. Unquestionably, school organizations are only as good as their communities think they are. Perceptions of schools are often built upon experiences, reports, and interactions with classified personnel. The climate and appearance of grounds or buildings or the interactions with bus drivers, custodians, and food service workers by students and the community can determine the overall success of the learning environment.

Inspection of Table 2 reveals a synthesis of research literature on related practices and research regarding performance evaluation and enhancement strategies in both business and education. According to the synthesis of literature, related practices and research of performance enhancement reveal two important themes: 1) the purpose of feedback and 2) improvement strategies.

The first theme contends that the purpose of feedback is to inform employees of how well they are doing and enhance the needs and the levels of productivity. The second theme alludes to the concepts of various practices and research regarding evaluation systems and strategies. The primary performance concepts discussed in the literature weighs the use of 360-degree feedback, summative evaluation reports, and performance coaching as the most common improvement strategies used in business and education.

Table 2. A summary of research literature regarding related practices and research in performance evaluation enhancement

Date	Author	Contributions
2001	Bradshaw & Glatthorn	Since improved student learning is the ultimate goal of all teacher evaluation systems, the best programs make effective and appropriate use of student data as a source of evaluating teachers.
2000	Wilkerson & Manatt	Multisource assessments tap the collective wisdom of supervisors, peers, students, parents, and others.
2000	Zingheim & Schuster	Performance coaching provides assistance to novice employees by conducting a performance review.
2000	Goldsmith, Lyons, & Freas	The world's greatest coaches help leaders learn.
2000	Manatt	Feedback can enhance appraisal systems.
1999	Kamp	Workplace counseling empowers employees to have control over their own growth process.
1999	Webb & Norton	Summative evaluation is an end-of-the-year activity or period of time and is designed to assess terminal behaviors or overall performance. Summative evaluation is formal and focuses only on the person being evaluated.
1998	Schwahn & Spady	Feedback tells employees how well they are doing and how they can work toward getting better.
1997	Lepsinger & Lucia	The use of 360-degree feedback brings distinct benefits to the individual employee and can help address concerns such as improving personal awareness and clarify expectations, improving decisions about development assignments, monitoring progress, clarifying training priorities, and enhancing coaching experiences.
1996	Castetter	Summative purposes of appraisal systems are those that focus on decisions to implement personnel actions such as compensation, tenure, dismissal, promotion, and re-employment.

Table 2. Continued

Date	Author	Contributions
1996	Edwards & Ewin	The 360-degree feedback model differs substantially from the traditional single-source assessment completed by the supervisor. An employee's supervisor-only performance appraisal may not truly reflect the individual's actual job performance.
1996	Gilley & Boughton	Performance coaching is a personnel management strategy that requires face-to-face communications, personal involvement with staff members, and the establishment of rapport.
1995	Goleman	The concept of Emotional Intelligence exercises people skills such as self-awareness, self-regulation, motivation, and empathy. Feedback establishes clear developmental goals derived from assessment or appraisal procedures.
1994	Senge	Principles of Individual and Organizational Learning.
1991	Cangelosi	Summative evaluations need to be infrequent for determining employee retention, tenure, promotion, and merit pay.
1990	Ferrare	Multiple evaluation sets are necessary.
1989	Covey	The goals of excellence and total quality express that data from feedback will enhance the innate human need for progress in personal, interpersonal, and organizational life.
1989	Manatt	Effective evaluation systems not only measure competence but also support the training of the individual to become competent.
1989	Moen	To evaluate performance, all factors in system must be studied.
1988	Manatt	Multiple data sets are necessary.
1988	Popham	Multiple evaluations are necessary.
1986	Garfield	Peak performers are the new heroes of American business who implement feedback and collaborative team efforts in achieving the highest level of productivity.

Table 2. Continued

Date	Author	Contributions
1985	Manatt & Stow	Research based organization renewal process; performance criteria are based on research and used in supervision and evaluation.
	Manatt	Total systems is a comprehensive approach to developing a performance management system that combines improvement and accountability goals. It is designed to improve teaching and administration. (Identify was to change teaching systems, environment, behaviors, change management systems, climate behaviors.)
1984	Manatt & Stow	Recommends a total systems approach to school improvement that includes multiappraisals.

The literature reveals that 360-degree feedback or multiple sets of evaluation sets are necessary for effective assessment; performance coaching provides personal assistance to employees by utilizing face-to-face communication. Moreover, the use of the summative evaluation report provides employees with the opportunity to participate in a formal evaluation process that includes collaboratively written professional growth plans.

Inspection of Table 3 reveals a synthesis of literature regarding performance improvement strategies of classified personnel. Unlike the previous themes found within the literature regarding performance improvement methodologies, improvement strategies provided for classified employees fell within the categories of educational services and training programs. The literature revealed that the educational services provided for classified personnel included the offering of course work, credentialing/certification, instructional models, and learning tracks. Of the two categories, the literature revealed that the use of educational services was the focal point of classified employee improvement efforts.

Table 3. A summary of research literature regarding related practices and research in performance evaluation enhancement regarding five subgroups of K-12 classified personnel

Date	Author	Contributions
2001	Cook	School bus drivers receive remediation assistance through the development of an itinerary.
2001	Laidlaw School Bus Training	In order to improve employee performance, educational services are provided, in addition to 20 hours of classroom training and 15 hours behind the wheel.
2001	American School Food Service Association	In order to improve the developmental status of cafeteria/nutritional workers, certification, credentialing programs, professional development, and scholarship programs to assist workers in meeting quality specifications are provided.
1999	Webb & Norton	The evaluation process of classified personnel should be conducted on a periodic and established basis and be a cooperative venture of staff and supervisor.
1997	ServiceMaster Custodial	ServiceMaster custodial programs provide measurable results by improving quality.
1996	National Association Pupil Transportation	Professional improvement opportunities are provided through the selection of different learning tracks.
1992	Passaro & Pickett	Training and support are needed for paraprofessionals in standards and nutritional specifications in special education settings.
1989	Pickett	Training programs are needed in preparing teachers and administrators to work more effectively with special education paraprofessionals.
1989	Pickett	Restructuring the schools: The role of paraprofessionals.
1988	Vasa, Steckelberg, Allen, & Sundermeier	Utilization of paraprofessionals in special education: An instructional module for use with undergraduate teacher trainees.
1986	Pickett	"Certified Partners: Four Good Reasons for Certification of Paraprofessionals."

Table 3. Continued

Date	Author	Contributions
1984	White	"Paraprofessionals in Special Education," SOCIAL POLICY 14.
1980	Kaplan	The training of special education paraprofessionals and the education of children with handicaps.
1971	Gartner	Paraprofessionals and their performance: A survey of education, health, and social service programs.

CHAPTER III. METHODS AND PROCEDURES

This study's combination of action and descriptive research methodology is more representative of qualitative research than quantitative research. According to Rogers (1984) qualitative research in its broad definition suggests the use of a "wide range of techniques, that if used properly, can only increase our ability to study ourselves, our interactions with others, and our institutions" (Rogers, 1984, p. 94).

The purpose of this investigation was to develop and critique the feasibility of a compendium of strategies regarding performance improvement for K-12 schools. The study was based on two measures: 1) the lowest rated results from the summative evaluation reports (SERs) for five subgroups of classified personnel in one school system, and 2) highest rated areas of difficulty based on the results from a judgment panel and a focus group comprised of representatives from the five subgroups and building administrators.

The development of the compendium will serve as a tool to aid administrators and supervisors with improving the performance behavior of classified personnel. The rationale for the study was the need for the development of a compendium of strategies designed for improving the performance behavior of classified personnel. The research design, procedures used, and the critiquing and rewriting of the compendium are discussed in this chapter.

Characteristics of qualitative research applicable to this study were:

1. It was a study of complex social entities of two educational systems.
2. Part of the information was obtained through direct, on-site personal contact with employees and teleconferencing.

3. The research sought to understand the basic attitudes, values, and underlying assumptions of administrators and classified employees as they related to the development and implementation of a compendium of performance strategies.
4. A wide range of techniques was used for data collection, i.e., timelogging of critical work activities (CWAs), comparison of CWAs within job-alike categories, discussions, and personal interviews, a pilot test of the newly devised process and materials.

The specific qualitative research methodologies implemented in this study were: 1) holistic inquiry, 2) using humans as data-gathering instruments, 3) purposive sampling, 4) inductive data analysis, 5) development of grounded theory, 6) judgment panel, focus group theory; 7) interpretation of outcomes, and 8) utilization of intuitive insights.

Further, specific quantitative research methodology used in this study was descriptive in nature. Descriptive statistics were used in determining the highest composite mean that represents difficulty rating (4.0 or greater) regarding the SER criterion performance areas for five job-alike subgroups of classified personnel from two school organizations. Further, composite means ratings were used in selecting identifying performance areas in which to write the compendium of PGPs.

This methods section will answer what procedures were conducted in the study, the approaches and techniques used to collect and analyze data, and how the strategy was integrated. In order to answer the "what" of the study, this methods chapter will focus on the following parts: 1) research relationship with the school systems in the study, 2) site selection and sampling decisions, 3) data collection methods, and 4) data analysis technique.

Site Selection

During the 1999–2000 and 2000–20001 academic years, Dr. Marilyn Semones, superintendent of Camp Verde Unified School District No. 28 in Camp Verde, Arizona, and Dr. Les Omatani, superintendent of West Des Moines Community School District in West Des Moines, Iowa, contacted Professor Richard Manatt and the School Improvement Model (SIM) team from Iowa State University regarding the development of a performance evaluation system for their faculty and staff. After obtaining information about the procedures, timelines, and financial obligations, Professor Manatt and SIM were contracted to assist with the development of a performance evaluation system for administrators first, then teachers, followed by counselors and classified personnel. These efforts set the foundation of this investigation.

Selection of cooperating school systems

Methodology: Confirmation interview, holistic inquiry.

The initial phase of this study entailed obtaining permission to analyze the summative evaluation reports of classified personnel from two school organizations. Permission to study the SER results was generated after contacting the superintendents from each district. The School Improvement Model (SIM) consortium generated the SER results from the 2000–2001 school year.

This section describes the two school systems selected for participation in the proposed study. Camp Verde Unified School District No. 28 and the West Des Moines Community School District are recognized as true "learning communities." The leadership from both districts has adopted the Total Quality Management (TQM) approach by involving all employees in the performance improvement process. Both districts are in the pilot phase of implementing the summative evaluation report (SER) performance results and strategies for classified personnel.

Camp Verde Unified School District No. 28

Methodology: Purposive sampling. "Each learner succeeds every day" is the combined focus of the community.

The Camp Verde Unified School District No. 28 was established in 1895. Camp Verde Unified School District is located in north central Arizona, which encompasses students from a 430 square mile radius. The district serves a population of 6200 residents in addition to many high school students from Beaver Creek who are tuitioned to Camp Verde. The district has updated its school buildings in order to accommodate the growing population of approximately 2100 students. The educational facilities for the district include a new high school, middle school, and a newly constructed elementary building.

The performance requirements of classified personnel at Camp Verde Unified School District No. 28, as stated in *Classified Personnel Performance Evaluation Handbook* (1999), mandate that each employee must undergo a yearly summative evaluation. Within the SER, strengths are noted and recognized; moreover, areas for growth and needed improvement efforts are indicated for the next year's evaluation cycle. By using the results of the SER for reflection and self-evaluation, the evaluatee and evaluator collectively write a professional growth plan. Generally, it is standard practice to require improvement linkage between the written growth plan and the lowest rated SER criterion item.

West Des Moines Community School District

Methodology: Purposive sampling.

In comparison to Camp Verde Unified School District No. 28, the West Des Moines Community School District's *Classified Staff Performance Evaluation Handbook* (2000) requires its performance improvement process to involve not only a summative evaluation report but

conferences that summarize strengths noted and recognized; shortcomings indicate a need for improvement efforts in the next evaluation cycle. During the conference, the evaluator and evaluatee collaborate on the development of the professional growth plans (PGPs). This goal may or may not be linked to the lowest rated criterion.

The study conducted an analysis of the district's summative evaluation report (SER) of five categories of classified K-12 personnel. The results from the SER were used in developing a compendium of growth plans that will be written to serve as an evaluation tool for principals and other supervisors. When applied correctly, the process of writing appropriate employee evaluations linked to professional growth plans will benefit the students, teachers, administrators, classified employees, and the school organizations (Redfern, 1980). Undoubtedly, school systems are affected by the contribution of each individual employee. Because the success of the school organization is determined by the improvement efforts of all employees, linking appropriately written performance appraisals for classified personnel to the school system's goals and objectives will provide a valuable tool for improving and maintaining educational services (Bruzzeze, 1995).

Each school organization in the study recognizes the value of individual and job-alike group performance improvement and the contributions it provides in accomplishing the primary goal of educating children. Classified employees who understand their job expectations and implement a written plan of action will rise to the level of performance, meeting the required organizational goal (Bruzzeze, 1995).

The school sites, Camp Verde Unified School District No. 28 and West Des Moines Community School District, were selected because: 1) interest in the proposed development of a compendium of performance strategies was expressed by central level administrators; 2) the two districts are served by Iowa State University School Improvement Model Center; 3) the two

school organizations vary in representation (i.e., small, nonunionized, rural school district, and a medium, union organized, suburban school district).

Respondents

The population that formed the basis for the design and selection sample of classified personnel was obtained from two varying school districts. One school district is a small, rural, nonunionized school district with a student population of approximately 1570 students. The second school system consists of an average size, urban, unionized school district with an enrollment of approximately 8680 students. Further, this was the pilot stage of the evaluation process for the school system.

Equally, the number of classified/support personnel participating in the evaluation process varied according to district size and job responsibilities. Therefore, it is important to note that the number of classified employees reported in the study were the combined results of the two school systems.

Selection of the study population

Methodology: Purposive sampling.

This step involved determining the number of job-alike classified employees used as the study population from the two districts. The selected population that guided the development of a compendium of PGPs was determined by the following categories: 1) correlated, job-alike categories of five subgroups, and 2) information obtained from each job description analysis. Following the completion of the correlation of the job-alike categories, the study population consists of five categorical subgroups of classified personnel employed during the 1999–2000 and 2000–20001 school years. The five categories of job-alike subgroups are as follows:

1. Secretaries (5)
2. Bus drivers (6)
3. Special education paraprofessionals (16)
4. Custodians (2)
5. Kitchen workers (8)

Collection of Data

A substantial portion of this study was spent in data gathering, or focusing around the target. As the target was identified, purposive sampling was conducted; sampling choices were made with the intent of seeking individuals or situations likely to yield new instances and greater understanding of a dimension or concept of interest (Krathwohl, 1998).

Judgment panel participants

Methodology: Judgment panel theory.

The judgment panel theory focuses on particular settings, persons, or events deliberately selected to provide important information unrevealed from other choices (Maxwell, 1996). A judgment panel comprised of doctoral students in Educational Leadership and Policy Studies (ELPS) at Iowa State University was used in the initial phase of determining possible difficulties in achieving performance criteria.

The results from the judgment panel were generated in assisting a focus group from the two districts in reviewing criteria items for performance difficulty level and in identifying the components of professional growth plans. These ideas and results were coupled with performance criteria, descriptors, and inductive reasoning to draw conclusions and develop the compendium of professional growth plans.

The data gathered were studied inductively, relying on experience to reach an opinion regarding the feasibility of the proposed compendium (Borg & Gall, 1989). Further, the evaluator/appraiser participants were representative of the administrators in the districts.

Descriptive statistics

Descriptive statistics is a quantitative methodology which purpose serves the summarization of all data in the form of a few simple numerical expressions (Borg, Gall, & Gall, 1993). Because of the numerical data within the study, descriptive statistics were used in determining the highest composite mean that represents difficulty rating (4.0 or greater) regarding the SER criterion performance areas for five job-alike subgroups of classified personnel from two school organizations. Descriptive statistics of the data were presented in a composite mean summary mode. Administrators from each building were the single source evaluator/appraisee for the SER process. The data obtained from the judgment panel were analyzed to respond to the following question: What are the three highest rated performance difficulty areas for each of the five subgroups of classified personnel? Additionally, descriptive statistics were used in critiquing the feasibility of a compendium of professional growth plans for classified employees.

Focus group participants

Methodology: Focus group theory.

A focus group is a semi-structured group session, moderated by a group leader, held in an informal setting, with the purpose of collecting information on a selected topic. Morgan (1996) defines the focus group interview as a research technique that collects data through group interaction on a topic determined by the researcher. The Research Institute for Studies in Education (RISE) (2000) suggests that the purpose of focus groups is to obtain information of

qualitative nature from a predetermined and limited number of people. It is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive nonthreatening environment, appropriate when the goal is to explain how people regard an experience, idea, or event, and conducted with a small number of people by a skilled interviewer (RISE, 2000).

In Tippings' (1998) view, focus groups provide a broad range of qualitative information in regards to needs assessment and program evaluation. Reichardt and Rallis (1994) are credited with citing that focus groups are necessary in addressing a full range of perspectives for programs such as policy, law, regulation, and school programs. Vaughn, Schumm, and Sinagub (1996) contend that group discussion differentiates focus groups from other forms of qualitative interview methods. They further challenge us to consider that the major assumption of focus groups is that they foster a range of options and a more complete understanding of desired issues. From Morgan's (2002) perspective, the focus group data gathering technique is one of the more popular research methods of the current era.

The use of focus groups as a tool for gathering data began in the late 1930s in the field of social science (Krueger, 1988). Krueger affirms that social scientists focused their attention on the importance of nondirective interviewing of individuals as a method to gain information. In 1941, Lazarsfeld and Merton used the framework of "focus interviews" (focus groups) at Columbia University's Office of Radio Research (Stewart & Shamdasani, 1990) to poll a "mass-media studio audience." The researchers requested that the audience listen to a prerecorded radio program, record both negative and positive reactions to the program, and discuss the rationale for each chosen response.

Greenbaum (1998), president of Group Plus, has published extensive articles based on focus groups' assistance for trade and industry. Greenbaum identifies three types of focus groups: full

groups, mini groups, and telephone groups. Greenbaum's definitions of the three types of focus groups are as follows:

Full group: A full group consists of a discussion of approximately 100–120 minutes, led by a trained moderator, involving eight to ten persons who are recruited for the session based on the common demographics, attitudes, or buying patterns relevant to the topic.

Mini group: A mini group is essentially the same as a full group, except that it generally contains four to six persons.

Telephone group: In a telephone group, individuals participate in a telephone conference call wherein a trained moderator leads them for three minutes to two hours. Group members are recruited according to the same parameters of a full and a mini group.

Today's concept of focus groups varies according to implementation, control, questioning, and setting (Kruegar, 1988). Vaughn (1996) underscores this concept with his identification of focus groups in the educational setting. Vaughn suggests that the educational setting offers the opportunity to gather qualitative data (in small, interactive groups) regarding the perceptions and opinions of purposively selected individuals. Vaughn further characterizes that a focus group interview process is highly consistent with current educational trends and is geared to meet the needs of stakeholders.

For this study, Morgan's approach to a less structured focus group was utilized, based on the following guidelines:

1. Understanding participant thinking.
2. Participants' interests are dominant.
3. Questions guide the discussion.

4. Fewer, more general questions.
5. Allow for flexible allocation of time.
6. The moderator facilitates interaction.
7. Moderator can explore new directions.
8. Participants talk to each other.

The purpose of the focus groups was to critique the quality of the compendium of developmental strategies for support/classified personnel by providing feedback. The composition of the focus group consists of administrators and union leaders of secretaries, nutritional workers, custodians, and special education paraprofessionals. The combination of focus group participants was representative of administrators and the five subgroups of classified personnel in the district. It is assumed that the combined expertise of these administrators would be adequate in determining the practical feasibility of the proposed compendium.

The primary role of the focus group is as follows: 1) to select the SER performance criterion items that indicate the level of attainment difficulty, and 2) critique the practicality and feasibility of developed compendium items. It was assumed that the combined expertise of the judgment panel and the focus group would be sufficient in judging difficult performance areas and critiquing vaguely written PGPs.

Prior research

In order to conduct the present investigation, prior research conducted by Professor Manatt and the SIM team was instrumental in the development of the SER instrument, process, and its results. The following information represents prior steps and interactions made with both school systems by Professor Manatt and the SIM team.

Timelogging

Methodology: Data collection, purposive sampling, interpretation of outcomes.

In an effort to determine the critical work activities of every classified/support personnel position in Camp Verde Unified School District No. 28 and West Des Moines Community School District, employees were asked to complete a two-week timelogging activity. Professor Manatt provided instructions for the procedures and expectations of this activity.

The information was then collected, mailed to the SIM office, and analyzed by the SIM team for time emphasis, tasks not described in the respective job descriptions, differences across the same job title, priorities, and terms used to describe specific tasks. This information was eventually incorporated into the SER for each position.

Critical work activities

Methodology: Interpretation of outcomes, confirmation interviews, participant observation, anecdotal records.

The individual employee timelogging analyses were returned at meetings of job-alike groups of employees. The purpose of these meetings was to have employees check their analysis for accuracy and to reach consensus as a job-alike group on the critical work activities for their position in the district. This information would be reviewed against the job description for any given position to develop the summative evaluation report for that respective position.

Small job-related groups determined which job activities to timelog. They were provided with SIM's suggested starter set of items along with their job descriptions. Professor Manatt met with each group in appropriate locations (i.e., Library Resource Center [LRC], school cafeteria) and taught them how to log 20 working days within 30 calendar days.

Job-specific responsibilities

Methodology: Participant observation, anecdotal records.

After timelogging was completed, raw data were extrapolated from the CWA analysis (i.e., number of days the activity was performed, hours worked, rank order, and circle time [job-related work performed outside of workday and workweek]). From the feedback on critical work activities came the identification of job-specific responsibilities for each classified/support personnel in the two districts. Interviews were held (approximately 45 days after timelogging was completed). Interviewers had CWA printouts and lists of questions about activities performed the remaining eight months; interviewees were asked to confirm timelogging analysis and results, and to identify and list the best 15–20 items to use for the performance criteria.

Training

Methodology: Purposive sampling, interpretation of outcomes, participant observation, anecdotal records, intuitive insights.

Next, the data from interviews and district summative evaluation reports (SER) were manipulated. The stakeholders committee reviewed the SER drafts and then approved instruments (with minor modifications). The job-specific responsibilities were incorporated into the respective summative evaluation reports (SERs). Additionally, Professor Manatt made two videos to orient the district's personnel to pilot test: 1) certified personnel (teachers, counselors, media specialists, and nurses) and 2) classified/support staff (bus drivers, paraprofessionals, maintenance, and operations staff).

Procedures

The focus of this investigation centers on four activities: obtaining permission; a comprehensive review of literature; selection of the study population, data collection, elements of PGPs, development of a bank of PGPs; and critiquing of feasibility (that is, checking the compendium's practical capability to assist in the evaluation and supervision of classified personnel performance).

The services of the SIM team from Iowa State University were solicited by the Camp Verde Unified School System and West Des Moines Unified Community Schools to assist with the development of a new evaluation instrument for classified/support employees. Results obtained from the CWAs led to the development of a SER instrument designed to assist with the formal evaluation process as part of the employee review. After review, the stakeholders committee settled on selected items after being tested for validity, reliability, and discriminating power by the Iowa State University School Improvement Model (SIM) team. The SER evaluation instrument was administered to each classified employee personnel from the two districts and is displayed in Appendices A-D. The construction of the compendium PGPs was based on weaknesses revealed through the end-of-the-year evaluation process.

In developing the compendium of PGPs, the three highest rated performance difficulty areas from each of the five subgroups of classified employees were identified. Within each identified difficulty area, three performance criterion areas were developed. Additionally, from each developed criterion area, three separate goals were proposed for formalization of the compendium of professional growth plans (PGPs).

Following the development of the compendium of PGPs was the critiquing of individual performance areas by a focus group comprised of administrators and representatives of each subgroup from both districts. This phase focused on the development of a bank of behaviorally

specific professional growth plans or strategies. The compendium of PGPs was created and critiqued by using a five-point Likert-type scale (Borg & Gall, 1989). The items developed focused on various capabilities of the proposed compendium. The compendium of model PGPs offered administrators and supervisors of classified personnel cooperative performance development of individual employees.

Each model PGP was critiqued for applicability and relevance considering the district, the school, and the administrative philosophy of evaluation procedures. The intent of the compendium of PGPs is to link low-rated areas of performance with appropriate strategies for improvement.

In establishing the writing of the PGPs, the following elements and determiners of a professional growth plan were considered (Manatt & Stow, 1987; Mueller, 1987; Nance, 1986; Rauhauser, 1983):

1. The areas of performance
2. Criterion or specific behaviors
3. Measurable statement of intent
4. Actions, resources, or steps taken to accomplish behavior statement
5. Timelines
6. Monitoring for growth
7. Evidence/documentation.

Members of the focus group were asked to critique the quality of the PGPs, addressing the categories of 1) appropriateness, 2) simplicity, 3) procedures are included, 4) stated in terms of specific, measurable behavior, and 5) omitted activities or behaviors.

Individually rated PGP items were determined for needed areas of improvement and revision. Vaguely written PGPs were identified and rewritten by the researcher, while specific, clearly written PGPs remained as future strategies of the compendium. The researcher rewrote

low-rated PGPs in order to build upon the number of developmental strategies used in the compendium.

The investigation was performed in four phases. During the first phase a comprehensive survey of the literature was performed, searching for themes identifying performance improvement strategies regarding K-12 classified personnel and the development of a list of questions addressing the theory base and rationale for developing professional growth plans.

The second phase entailed the compilation of job-alike performance categories, searching for levels of performance difficulties. In the third phase, an array of PGPs was administered to determine the feasibility to the compendium. Each PGP was critiqued for applicability and relevance considering the district, the school, and the administrative philosophy of evaluation procedures. Phase four consisted of rewriting the lowest rated PGPs, resubmitting the compendium and developing protocol for general use by the two districts, the SIM project office, and the researcher.

A condition that merits explanation is that the evaluation instruments for special education assistants carry the headings "special education instructional aides" and "special education paraprofessionals." These terms were used interchangeably in the study.

A discrepancy occurred between the planned procedure and the procedure actually used; that condition also merits explanation. It was assumed, as written in Chapter I, that only a focus group would evaluate and identify low-rated performance areas. However, upon receipt and examination of the two districts' SER forms, it was found that scant SER evaluation results existed among one subgroup of classified employees (custodians). This investigation was undertaken assuming that K-12 custodians can be evaluated using "high difficulty level" identifiers; however, because of the low number of custodial SER results, information obtained

from this study is not generalizable. Following are detailed descriptors of three steps of activities that comprised this investigation.

Phase 1. Literature review. The review of literature began as a search for studies in two broad areas, performance evaluation and improvement strategies, and performance strategies for classified personnel in education. Attention was focused on the recurring theme for the use of collaboratively developed and written approaches to classified personnel performance evaluations and enhancement in school performance. A second area investigated included strategies and obstacles developed by businesses for contracted classified employees.

Phase 2. Selecting performance criteria items. The SER evaluation criteria for the five job-alike employees from the two districts were compiled. This step included the consolidation of the separate lists from each district. Care was taken to ensure that there was no duplication of criteria items on the combined list. Individual SER criterion lists for the five subgroups of classified employees were compiled and each criterion item was given a rating determining performance difficulty level.

After determining the highest rated areas of performance difficulty in each subgroup of classified personnel, a comparative analysis of the results was made against the lowest rated SER criterion item. The development of an array of PGPs was comprised from the selection of three performance areas identified by either a low SER rating and/or a "high difficulty level" identifier.

An array of PGPs were developed through a multifaceted plan, utilizing the input of a focus group comprised of principals, directors, supervisors, and classified employees representative from the two districts. The behaviorally specific objectives are drawn from each field's site descriptors with preselected, job-alike, performance areas. Specifically written PGPs were developed for each subgroup of job-alike personnel, comprising the compendium of improvement strategies.

Phase 3. Development of an array of model PGPs. In the third phase, an array of PGPs were developed and analyzed to determine the feasibility of the compendium. Each PGP was critiqued for applicability and relevance considering the district, the school, and the administrative philosophy of evaluation procedures.

Instrumental in the development of the objectives and procedures for accomplishing the objective was a judgment panel of doctoral students—practicing administrators from school districts in various regions of Iowa. A focus group comprised of principals, directors, classified personnel representatives, and supervisors from the two districts critiqued the components of the compendium of professional growth plans. The volunteer groups took part in two work sessions, totaling eight hours. Initially, members of the focus groups were asked to rate the quality of the PGPs on a scale of 1–5, addressing the categories of 1) appropriateness, 2) simplicity/ease-of-handling, 3) procedures are included, 4) stated in terms of specific, measurable behavior, and 5) omitted activities or behaviors.

Vaguely written PGPs were rewritten by the researcher while specific, clearly written PGPs were included in the compendium. The individual item rating of the PGP was computed for determining needed areas of improvement and revision. The researcher redeveloped low-rated PGPs in order to build upon the number of developmental strategies included in the compendium.

Phase 4. Developing protocol for PGPs and revision of compendium. This procedure consisted of developing protocol procedures for writing and utilizing the compendium of model PGPs. The writing procedure included the following elements: 1) criterion or specific behaviors, 2) a measurable statement of intent, 3) areas of performance, 4) actions or steps taken, 5) timelines, 6) monitoring for growth, and 7) evidence of improvement.

Protocol procedures for the use of the compendium include the following: 1) note the performance area and criterion/criteria that need to be improved; 2) study the model PGP which

was written to be used with the criterion; 3) review the procedures (plan-of-action) which are a step-by-step description of how the PGP will be accomplished (a timeline, which keeps the process moving ahead, will need to be established that is appropriate for the person who will be implementing the procedure); 4) establish how the progress that is being made on the PGP will be determined (this step is initiated by the employee); 5) define what evidence can be used to support the indicator of accomplishment; 6) check which standard will be used to determine if the evidence measures up to the expectations that were established as the PGP was written; 7) judge the accomplishments for the PGP by comparing the evidence with the standard and mark the appropriate indicator of accomplishment.

After analyzing suggestions from the focus group, revisions were made to enhance the effectiveness of the compendium of PGPs. Copies of the compendium were sent to both superintendents for final approval and general use by the researcher, the SIM project office, and the two participating districts.

CHAPTER IV. ANALYSIS AND RESEARCH FINDINGS

The development of a compendium of model strategies for performance improvement of classified personnel of two K-12 school systems was implemented as the result of a project between Camp Verde Unified School District No. 28, West Des Moines Community School District, and Professor Manatt and the School Improvement Model (SIM) team from Iowa State University.

The problem in this case study was whether a series of questions, based on theoretical and practical research on improving the performance behavior of classified personnel, could be answered affirmatively when used to develop a compendium of performance improvement strategies for two educational systems. Findings will be developed in order of the dissertation problem questions asked.

Research Question 1. What job titles were typically included under the heading of "classified personnel"?

The first research question addresses the various job titles for all positions of classified employees among the two districts. Table 4 displays job titles of classified personnel from Camp Verde Unified School District No. 28 (District I) and West Des Moines Community School District (District II). The study identified 22 job titles for classified employees in District I and 26 classified employee job titles in District II.

Further examination of the table illustrates a parallel list of job-alike categories that exists among the two districts, forming 11 "common job titles." The 11 common job titles consist of the following categories: 1) health aides, 2) instructional aides, 3) custodians, 4) maintenance, 5) bus drivers, 6) clerks, 7) kitchen workers, 8) maintenance operations, 9) special education

Table 4. Job titles of classified personnel for two districts

Job titles		
Camp Verde USD No. 28 (District I)	West Des Moines Community School District (District II)	Common job titles
Administrative assistant		
Student services		
Health aides	Health assistant Health associate	Health aides
Instructional aides	Instructional aides <ul style="list-style-type: none"> •Head Start assistant •Kindergarten assistant •Kindergarten assistant/noon duty •Kindergarten associate/noon supervisor •First grade assistant •First grade associate •Science assistant •Teacher associate 	Instructional aides
Title I aides		
Building custodian	Head custodian	Custodian
Building maintenance operations	Maintenance and operations	Maintenance
Bus driver	School bus driver	Bus driver
Bus mechanic		
Clerks <ul style="list-style-type: none"> •District accounting clerk •Payroll •High school attendance •High school bookkeeper •Print center 	Clerks <ul style="list-style-type: none"> •Lunch clerk •Warehouse clerk 	Clerks
Computer lab facilitator		
Computer technician		

Table 4. Continued

Job titles		
Camp Verde USD No. 28 (District I)	West Des Moines Community School District (District II)	Common job titles
Food service <ul style="list-style-type: none"> •Kitchen worker •Head cook/assistant manager 	Food service <ul style="list-style-type: none"> •General kitchen worker •Kitchen manager 	Kitchen worker
Groundskeeper		
High school security		
Maintenance, buildings, and grounds supervisor	Maintenance supervisor	Maintenance
Night security		
Special education professional	Special education assistant/ paraprofessional <ul style="list-style-type: none"> •Special education aide, integrated •Classroom special education assistant •Special education 1-1 provider 	Special education paraprofessional
Resource officer		
Secretary <ul style="list-style-type: none"> •Athletic/registrar •Elementary school •Middle school •High school •Student services •Title I 	Secretary <ul style="list-style-type: none"> •Principal secretary •Learning and Resource Center (LRC) secretary •PT secretary/lunch clerk •General secretary/lunch clerk 	Secretary
Technology coordinator	Media associate	
Technology lab assistant	Media assistant	
Transportation, warehouse, and new building project director	Transportation supervisor	Transportation

Table 4. Continued

Camp Verde USD No. 28 (District I)	Job titles West Des Moines Community School District (District II)	Common job titles
	Warehouse/utility	
	Noon supervisor	
	Management Information Systems (MIS) office manager	
	Safety, training, and human resources coordinator	
	Childcare provider	
	Kids West program assistant	
	Kids West program supervisor	
	Assistant site leader	
	Study hall supervisor	
	Lunch supervisor	
	Kids West program supervisor	
	Assistant site leader	

paraprofessionals, 10) secretaries, and 11) transportation supervisors. Of these 11 common job titles, "instructional aides" reveals eight different job classifications that fell under its category. It is noted, however, that the varied categories of instructional aides exist primarily in West Des Moines Community School District.

Research Question 2. What are the most common and important job functions (critical work activities) of the five subgroups of classified personnel?

The second research question addresses the most common critical work activities found among the five subgroups of classified employees. It was possible to list at least three CWAs for each position whenever multiple employees worked in job-alike positions. These activities identified by an individual the tasks that received the most emphasis from 8:00 a.m. to 4:00 p.m. Table 5 was constructed to illustrate the combined critical work activities of classified employees in the study population.

Research Question 3. What performance criteria were determined from the critical work activities of classified personnel?

In order to effectively evaluate employee job performance, a set of performance criteria must first be developed. The identified critical work activities from the timelogging and interview process were incorporated into the job-specific responsibilities and summative evaluation reports of the five subgroups of classified employees. Table 6 exhibits the job performance criteria for five subgroups of classified personnel from each district based on information obtained from the critical work activities (CWAs).

Performance criteria from each school organization are displayed with an adjacent combined list from the two districts. Further, to better assess employee performance, two distinct

Table 5. Combined critical work activities of classified employees in the study population

Classified employee	Critical work activities
Special education aide/paraprofessional	Completes paperwork Supervises small groups Confers with parents/teachers Assists classroom teacher Attends IEP meetings
Custodian	Cleans bathrooms <ul style="list-style-type: none"> • Replaces paper towels and tissue • Cleans urinals • Empties trash • Cleans sinks and mirror Cleans main office <ul style="list-style-type: none"> • Vacuums floors • Empties trash into outdoor bins • Locks office doors Cleans classrooms <ul style="list-style-type: none"> • Washes blackboards • Sweeps floors • Empties trash • Locks classroom doors Cleans cafeteria <ul style="list-style-type: none"> • Sweeps floors • Wipes down tables • Empties trash • Locks cafeteria doors Cleans gym <ul style="list-style-type: none"> • Sweeps and dusts gym floors Cleans locker rooms <ul style="list-style-type: none"> • Washes sinks, urinals, replaces tissue and paper towels • Locks gym doors
Bus driver	Drives bus on a regular route Cleans bus Fuels up Walks around bus to check for mechanical defects Checks with dispatch for construction or suggested detoured areas

Table 5. Continued

Classified employee	Critical work activities
Kitchen worker	Tends serving line Runs dishwasher Cooks and pans up foods Takes temperature of refrigerator/cleans area Pans food for next day
Secretary	Makes telephone calls and takes messages Greets/responds to parents, staff, etc. Updates student files Maintains records and files Types projects

Table 6. Performance criteria for five subgroups of classified employees based on CWAs

Camp Verde USD No. 28	West Des Moines Community School District	Combined districts
Special education paraprofessional/aide		
<u>Professional responsibilities</u>		
Demonstrates effective team building	Demonstrates effective human relation skills	Demonstrates effective human relation skills
Demonstrates effective communication skills	Communicates effectively	Communicates effectively
Establishes systematic procedures for identifying and accomplishing goals	Demonstrates responsible employee conduct	Demonstrates responsible employee conduct
Provides leadership	Uses leadership skills	Uses leadership skills
Acts in accordance with district policies/procedures		Demonstrates effective team building
Demonstrates employee responsibility		Establishes systematic procedures for identifying and accomplishing goals
		Provides leadership Acts in accordance with district policies/procedures
		Demonstrates employee responsibility
<u>Job-specific responsibilities</u>		
Assists in direct classroom instruction	Performs informal diagnosis of students referred by regular classroom teachers	Performs informal diagnosis of students referred by regular classroom teachers
Provides direct supervision	Assists with Individual Educational Plans (IEPs) for students	Assists with Individual Educational Plans (IEPs) for students
	Confers with teachers and parents concerning student needs, programs, and progress	Confers with teachers and parents concerning student needs, programs and progress
	Assists classroom teachers	Assists in direct classroom instruction Provides direct supervision
Custodian		
<u>Professional responsibilities</u>		
Demonstrates effective team building	Demonstrates effective human relation skills	Demonstrates effective human relation skills

Table 6. Continued

Camp Verde USD No. 28	West Des Moines Community School District	Combined districts
<p>Demonstrates effective communication skills</p> <p>Establishes systematic procedures for identifying and accomplishing goals</p> <p>Provides leadership</p> <p>Acts in accordance with district policies/procedures</p> <p>Demonstrates employee responsibility</p> <p>Supports school regulations, policies, and philosophies</p>	<p>Communicates effectively</p> <p>Demonstrates responsible employee conduct</p> <p>Uses leadership skills</p>	<p>Communicates effectively</p> <p>Demonstrates responsible employee conduct</p> <p>Uses leadership skills</p> <p>Demonstrates effective team building</p> <p>Establishes systematic procedures for identifying and accomplishing goals</p> <p>Provides leadership</p> <p>Acts in accordance with district policies/procedures</p> <p>Supports school regulations, policies, and philosophies</p>
<p><u>Job-specific responsibilities</u></p> <p>Maintains school property</p>	<p>Maintains the order and cleanliness of the building</p> <p>Maintains school grounds</p> <p>Takes action to ensure a secure building</p> <p>Performs minor electrical, plumbing, and carpentry repairs</p> <p>Performs other duties as assigned</p>	<p>Maintains school property</p> <p>Takes action to ensure a secure building</p> <p>Performs minor electrical, plumbing, and carpentry repairs</p> <p>Maintains the order and cleanliness of the building</p> <p>Maintains school grounds</p> <p>Performs other duties as assigned</p>
<p><u>School bus driver</u></p> <p><u>Professional responsibilities</u></p> <p>Demonstrates effective team building</p> <p>Demonstrates effective communication skills</p>	<p>Demonstrates effective human relation skills</p> <p>Communicates effectively</p>	<p>Demonstrates effective human relation skills</p> <p>Communicates effectively</p>

Table 6. Continued

Camp Verde USD No. 28	West Des Moines Community School District	Combined districts
Establishes systematic procedures for identifying and accomplishing goals Provides leadership Acts in accordance with district policies/procedures	Demonstrates responsible employee conduct Uses leadership skills	Demonstrates responsible employee conduct Uses leadership skills Establishes systematic procedures for identifying and accomplishing goals Acts in accordance with district policies/procedures Demonstrates employee responsibility
Demonstrates employee responsibility		
<u>Job-specific responsibilities</u> Drives bus on regularly scheduled routes and transports students to special events	Drives bus on regularly scheduled routes and transports students to special events	Drives bus on regularly scheduled routes and transports students to special events
Maintains bus safety and cleanliness	Provides a safe and sanitary bus	Provides a safe and sanitary bus
Manages assigned responsibilities	Maintains professional growth and assists with bus programs	Maintains professional growth and assists with bus programs
Transports students	Satisfactorily complies with all required federal, state, county, and district laws, rules, and regulations	Transports students Satisfactorily complies with all required federal, state, county, and district laws, rules, and regulations
Nutrition services kitchen worker <u>Professional responsibilities</u> Demonstrates effective team building Demonstrates effective communication skills Establishes systematic procedures for identifying and accomplishing goals Provides leadership Acts in accordance with district policies/procedures	Demonstrates effective human relation skills Communicates effectively Demonstrates responsible employee conduct Uses leadership skills	Demonstrates effective human relation skills Communicates effectively Demonstrates responsible employee conduct Uses leadership skills Demonstrates effective team building

Table 6. Continued

Camp Verde USD No. 28	West Des Moines Community School District	Combined districts
Demonstrates employee responsibility		Establishes systematic procedures for identifying and accomplishing goals Provides leadership Acts in accordance with district policies/procedures Supports school regulations, policies, and philosophies
<u>Job-specific responsibilities</u>		
Follows safety procedures	Assists with food preparation as assigned	Assists with food preparation as assigned
Calculates required amounts of food	Helps with kitchen cleanup and keeps equipment clean	Helps with kitchen cleanup and keeps equipment clean
Prepares food items Assists on serving line as needed to assure standards of service and cleanliness	Maintains communication	Maintains communication Follows safety procedures
Stores prepared or leftover food in order to assure freshness and other quality characteristics		Calculates required amounts of food
Cleans work area, equipment, and utensils in order to achieve desired standards of sanitation and housekeeping		Assists on serving line as needed to assure standards of service and cleanliness
Scrapes, prewashes, washes, and sorts pots, pans, and utensils		Stores prepared or leftover food in order to assure freshness and other quality characteristics
Checks the dishwashing operation including scraping, loading, unloading, and operation of machine		Cleans work area, equipment, and utensils in order to achieve desired standards of sanitation and housekeeping Scrapes, prewashes, washes, and sorts pots, pans, and utensils

Table 6. Continued

Camp Verde USD No. 28	West Des Moines Community School District	Combined districts
Secretary		
<u>Professional responsibilities</u>		
Demonstrates effective team building	Demonstrates effective human relation skills	Demonstrates effective human relation skills
Demonstrates effective communication skills	Communicates effectively	Communicates effectively
Establishes systematic procedures for identifying and accomplishing goals	Demonstrates responsible employee conduct	Demonstrates responsible employee conduct
Provides leadership	Uses leadership skills	Uses leadership skills
Acts in accordance with district policies/procedures		Demonstrates effective team building
Demonstrates employee responsibility		Establishes systematic procedures for identifying and accomplishing goals
		Provides leadership
		Acts in accordance with district policies/procedures
		Supports school regulations, policies, and philosophies
<u>Job-specific responsibilities</u>		
Demonstrates responsibility for clerical tasks	Communicates effectively with staff, students, parents, and community	Communicates effectively with staff, students, parents, and community
Manages record-keeping duties	Maintains office organizations and duties	Maintains office organizations and duties
Provides organizational services	Provides assistance to students, staff, parents, community, and visitors	Provides assistance to students, staff, parents, community, and visitors
		Demonstrates responsibility for clerical tasks
		Manages record-keeping duties

achievement areas were designed in order to gauge areas in need of improvement. These areas include 1) professional responsibilities and 2) job-specific responsibilities.

When combining the districts, more performance criteria items clustered around the achievement area "professional responsibilities" than the performance area of "job-specific." However, when analyzed separately, performance criteria varied according to job title.

Research Question 4. What descriptive language were needed to provide clarification for supervisors of the many types of classified personnel, i.e., secretaries, custodians, food service workers, instructional aides?

Classified employees provide services to school organizations that enhance the effectiveness of the educational process. For each subgroup of classified personnel there are various categories of employees. Research Question 4 addresses the categorizations of assigned duties that fall within the subgroup of classified employees employed by a school organization. Table 7 identifies the descriptive language for various types of classified employee positions that fall within each of the five subgroups.

Even though each district varied in its number of job-alike categories, the job classification "secretary" was found to be the most prevalent category (9–Camp Verde USD No. 28 and 13–West Des Moines Community School District). Moreover, the job-alike category "bus driver" produced the least number of job-alike variations.

Research Question 5. What summative evaluation report forms were appropriate for the annual evaluation requirements?

The evaluation process for classified personnel, like that of certificated personnel, should be objective and based on job-related standards. Each employee's instrument was developed using common factors according to the contents of the job description.

Table 7. Job categories found among five subgroups of classified employees

Camp Verde USD No. 28	West Des Moines Community School District
Special education paraprofessional Student services Special education instructional aide	Special education paraprofessional/aide One-on-one special education assistant One-on-one special education aide, integrated Classroom special education assistant
Custodian Building custodian Head custodian	Custodian Custodial supervisor Custodian
Bus driver Bus driver	Bus driver School bus driver
Secretary Board Athletic/registrar Special education Title I General school <ul style="list-style-type: none"> •Elementary school •Middle school •High school Student services	Secretary Principal secretary General secretary Learning Resource Center (LRC) secretary Nutrition services purchasing secretary Executive secretary Human Resource secretary General school <ul style="list-style-type: none"> •Elementary school •Middle school •High school Part-time secretary/lunch clerk Nutritional services secretary Maintenance secretary
Nutritional services/kitchen worker Head cook/assistant manager Kitchen worker	Nutritional services/kitchen worker General worker/kitchen Baker Head cook Head salad

In each case, the design team proposed criteria from the district's educational philosophy and/or strategic plan goals. The proposed criteria resulted in Camp Verde Unified School District No. 28 and West Des Moines Community School District developing nine generic or "professional responsibilities" criterion items. Examples of these items were 1) "demonstrates effective communication skills" and 2) "uses leadership skills." Additionally, each district developed "job-specific" items such as 1) "prepares food items" and 2) "performs minor electrical, plumbing, and carpentry repairs."

Research Question 6. How were performance improvement agreements written/stated?

The job improvement agreement/PGP should be written following the end of the evaluation cycle conference and should be implemented at the beginning of the next evaluation cycle. It should be based on an area in need of improvement as shown on the summative evaluation report and should be a goal that both the employee and evaluator feel will improve the job performance behavior. A plan of action for completing the performance improvement agreement should be agreed upon.

The writing of performance improvement agreements can be difficult. It is noted that supervisors or administrators should avoid writing PGPs that are too broad, too trivial, too ambitious, too unrealistic, or too numerous. In writing sound performance improvement agreements, the emphasis must be on priority needs that are appropriate to the appraisee's job responsibilities. Table 8 describes standards needed regarding the writing of sound performance improvement agreements for classified employees.

Table 8. Standards for writing quality performance improvement agreements

-
- **Written clearly and concisely**
 - **Should state the results that are expected to occur, along with a statement of how the goal will be measured**
 - **Monitored for the specific purpose of documentation**
 - **Includes a starting date and completion date as well as planned status report**
 - **Should be assigned priority of importance as compared with others in the overall plan**
-

Research Question 7. What are the key elements of such a plan (sometimes called a performance improvement agreement or a professional growth plan?)

"How am I doing, and what can I do to get better?" These two questions provide the rationale in establishing the performance improvement agreement. The appraiser and appraisee collaboratively select the elements and determiners of a professional growth plan. The elements of quality performance improvement agreements help to develop a mutual understanding of what is expected from the appraisee.

Nance (1986) introduced a "rubric" or "template" regarding what should be included in the development of professional improvement commitments (PICs). His study proposed the following criteria: 1) area of performance, 2) criterion or specific behavior, 3) a statement of intent expressed in specific measurable terms, 4) procedures: the plan of action or steps taken to accomplish behavior statement, 5) timeline: starting and completion dates, 6) monitoring: checks used to determine growth, 7) evidence of documentation, and 8) standard: the model that the completed plan should look like. Table 9 illustrates the key elements required for developing professional growth plans.

Table 9. Key elements required of professional growth plans

Area:	This is a grouping of behaviors.
Criteria:	A criterion of the specific classified employee behavior.
Goals:	The statement that expresses the intent in specific, measurable language.
Sequence of activities:	A plan-of-action has been identified with sequences of how the PGP procedures can be accomplished.
Timeline:	The accomplishment of each step in the plan-of-action placed in terms of weeks, months, quarters, or other segments of the school year.
Monitoring:	This element is used to determine "How it's going?" (Decide the form that monitoring should take [formal or informal observations, work samples, etc.] and who should do the monitoring [principal, assistant principal, or supervisor].)
Evidence of success:	This documentation indicates how it will be known that the PGP was accomplished.
Appraisal method:	This element consists of comparing the evidence with the standard.
Indicators of accomplishment:	The terms "fully," "partially," or "not accomplished" are used to indicate how well the PGP was accomplished.
Needed resources:	This element consists of resources such as staff development, training, coaching, counseling, developmental and professional courses.

Research Question 8. What are the most common performance shortcomings of classified personnel that create a need for improvement plans?

Getting the employee to perform a job behavior better is the intent of developing improvement plans. Identifying areas of growth is the essential concept of development plans. Table 10 illustrates performance shortcomings of five subgroups of classified employees. Areas of identification were selected from two job performance categories: 1) professional responsibilities and 2) job-specific responsibilities.

Combined job performance categories from the two districts' performance evaluation handbooks were used in determining "professional responsibilities" and "job-specific responsibilities" which were representative of each subgroup. Further, the results from a judgment panel were utilized in selecting "high difficulty performance" levels (shortcomings) identified within each of the five subgroups of classified employees. Of the 25 identified areas selected as shortcomings, the performance area of "Demonstrates effective human relation skills" was consistently rated within each category as a performance behavior in need of improvement. Further, the performance areas of "Communicates effectively" and "Uses leadership skills" were identified as areas where performance shortcomings exist.

Research Question 9. How can a compendium of suggested improvement plans be written to serve the supervisors and various classified employees?

Because some employees perform job behaviors poorly, the major response was in correcting and enhancing their shortcomings through evaluation. The compendium of suggested improvement plans was developed by the researcher as a tool for improving performance shortcomings. The criteria used for the development of each PGP were based on the identification of SER "performance difficulty" rankings identified by the judgment panel and focus group and the job-performance criteria established by each district. The difficulty rankings provided the

Table 10. Most common shortcomings of classified personnel as determined by a judgment panel and focus group

Classified personnel	Professional responsibilities	Job-specific responsibilities
Special education assistant/paraprofessional	<p>Demonstrates effective human relation skills</p> <p>Communicates effectively Uses leadership skills Establishes systematic procedures for identifying and accomplishing goals</p>	Performs informal diagnosis of students referred by regular classroom teachers
Custodian	<p>Demonstrates effective human relation skills Uses leadership skills Communicates effectively</p>	<p>Maintains the order and cleanliness of building Takes action to ensure a secure building</p>
School bus driver	<p>Demonstrates effective human relation skills Demonstrates effective interpersonal skills</p>	<p>Transports students Maintains professional growth and assists with bus programs</p>
Nutrition services/kitchen worker	<p>Demonstrates effective human relation skills</p> <p>Uses leadership skills</p>	<p>Assists on serving line as needed to assure standards of service and cleanliness Stores prepared or leftover food in order to assure freshness and other quality characteristics</p>
Secretary	<p>Demonstrates effective human relation skills</p> <p>Demonstrates effective team building Establishes systematic procedures for identifying and accomplishing goals</p>	Provides assistance to students, staff, parents, community, and visitors

identification of three improvement areas for each of the five subgroups of classified employees. Three PGPs were written for each identified performance area. The intent of the compendium of PGPs is to link low-rated areas of performance with appropriate strategies for improvement. The goal of the compendium of model PGPs is to offer administrators and supervisors of classified personnel suggestions for cooperative performance development of individual employees.

The PGPs within the compendium varied according to "professional" or "job-specific" performance areas. Examples of written PGPs for identified performance areas may include strategies such as 1) perform informal diagnosis of students referred by regular classroom teachers (job-specific), or 2) demonstrate effective human relations skills (professional). To assist with the utilization of the compendium, the compendium protocol was developed to provide the user with PGPs, i.e., procedures, evidence, standards, and appraisal methods aligned with the employee's summative evaluation report. Steps contained in the compendium protocol include the following instructions:

1. Note the performance area and criterion/criteria that need to be improved.
2. Study the model of PGP to be used with the criterion.
3. Review the procedures (plan-of-action) that are a step-by-step description of how the PGP will be accomplished. A timeline, which keeps the process moving ahead, will need to be established that is appropriate for the person who will be implementing the procedure.
4. Establish how the progress that is being made on the PGP will be determined (this step is initiated by the employee).
5. Define what evidence can be used to support the indicator of accomplishment.
6. Check which standard will be used to determine if the evidence measures up to the expectations established by the written PGP.

7. Judge the accomplishments for the PGP by comparing the evidence with the standard and mark the appropriate indicator of accomplishment.

Research Question 10. How was the proposed compendium of improvement plans critiqued?

The critiquing of individual performance areas by a focus group was comprised of administrators and representatives of each subgroup from both districts. This phase focused on the development of a bank of behaviorally specific professional growth plans or strategies. Items developed focused on various capabilities of the proposed compendium. Members of the focus groups were asked to critique the quality of the PGPs on a scale of one through five addressing the categories of 1) appropriateness, 2) simplicity/ease-of-handling, 3) were procedures included, 4) stated in terms of specific, measurable behavior, and 5) omitted activities or behaviors. Each model PGP was critiqued for applicability and relevance considering the district, the school, and the administrative philosophy of evaluation procedures. Nine questions were used as the framework for critiquing the compendium at the session.

The following questions guided the critiquing of the compendium at the focus group session:

1. What performance criterion do you feel will be most challenging for support personnel?
2. Were the PGPs appropriate for the classification of employees?
3. Was the compendium written with simplicity/ease of handling?
4. Were appropriate procedures or protocol for use included?
5. Were the PGPs stated in terms of specific, measurable behavior?
6. Were any performance activities or behaviors omitted?
7. Was the table of contents useful?

8. Were PGPs related to job responsibilities?
9. Were strategies for monitoring and reporting performance useful?

Research Question 11. What revisions and improvements were needed after critiquing?

Improvements to the compendium of model PGPs were made following the results obtained from a focus group that consisted of four building administrators, one central office administrator, and three support staff representatives. The purpose of the focus group was to address vague or inappropriately written PGP items in which recommendations for deletion, revision, or acceptance were given.

The following nine questions guided the focus group meeting that resulted in the following findings. Within the compendium, the table of contents revealed the criteria that the judgment panel revealed was the most common problems with five subgroups of classified personnel (special education paraprofessionals/assistants, custodians, cafeteria/nutritional workers, bus drivers, and secretaries).

Because there may be the possibility of an oversight by the judgment panel, the focus group was instructed to consider that "thinking about our kind of people, there is another performance area that they may have trouble with!" This strategy was used as the criteria for writing additional strands or goals omitted from the compendium.

Focus group questions:

1. *What performance criterion do you feel will be the most challenging for support personnel?*

The focus group referred to three subgroups of classified/support employees that may have difficulty in achieving desired performance criteria. The employee areas include custodians, secretaries, and special education paraprofessionals/assistants.

Speakers 2 and 7: Stated that Area 5: Secretaries would have a difficult time with the following performance criteria:

Establishes systematic procedures for identifying and establishing goals.

This is due to time constraints from work and has not received any coaching to obtain needed skills.

Speaker 5: Acknowledged that Area 1: Special education paraprofessionals/assistants would have difficulty with the following performance criteria:

Perform informal diagnosis of students referred by regular classroom teachers. This concern was stated due to the possible lack of technical training and support needed to meet the goal.

Speaker 1: Cited that Area 2: Custodians would have difficulty in achieving the goal written for Criterion 3, "Demonstrates effective human relation skills." The performance goal:

At least twice a year the custodian will participate in opportunities to meet with faculty and staff regarding custodial responsibilities was indicated as an activity that custodial staff would not feel comfortable doing (too intimidating).

Speaker 2: Suggested that staff development, coaching, or any performance improvement efforts may interfere with the school day. Further, time constraints should be considered in determining when all support employees are available for attendance.

2. *Were the PGPs appropriate for the classification of employee?*

Members of the focus group found that the majority of the PGPs were appropriately written for the subgroup of classified employees. A current theme centered on the development of "human relation skills" and "identifying and accomplishing goals." These themes were consistent criterion items found throughout the compendium. However, Speaker 2 questioned why only the cafeteria/nutritional workers needed to provide "leadership." In response to Speaker 2's question, Speaker 0 informed the focus group that the judgment panel generally does not have "leadership" as a void. It was felt that the food service people within their districts needed to perform this criterion better.

The focus group found that the following criteria were not appropriate for the area of classified employee.

Area 1. Special education assistants/paraprofessionals

Criterion 3

Procedures: Informal diagnosis

Speaker 6: Area 1: Special education paraprofessionals/assistants, Criterion 3.

The phrase "informal diagnosis" implies that special education assistants are getting more into the classroom teacher's role.

Speaker 2: Questioned if it is appropriate for support staff to be "diagnosing." This is a concern for many people. The lines are very clear as far as what are the processes and responsibilities and what are appropriate for non-teachers. The diagnosing process of students should be implemented only by certified staff.

Speaker 7: Articulated a distinction between the appropriateness of the term "informal diagnosis" and specified job assignments such as one-on-one assistants. For clarity's sake, the term "informal diagnosis" was replaced with the term

"progress monitoring." The special education assistant might help conduct progress monitoring of goals and may help communicate progress toward goals to a special education teacher or to a parent.

Area 1. Special education assistants/paraprofessionals

Criterion 3

Procedure: Videotaping and analyzing the videotape

Speaker 3: Advised that videotaping and analysis of the videotape were appropriate for that classification of staff. According to Speaker 3, this activity should involve the classroom teacher. However, the special education assistant can learn from viewing the tape by noting the students' behaviors.

Area 2. Custodians

Criterion 3. Demonstrates effective human relation skills

Procedure: Training for multicultural, social, gender fare

The general theme for this criterion focused on how to implement more appropriate procedures rather than requiring training sessions.

Speaker 5: Addressed the issue of how to request custodial staff with participating in discussion on diversity.

Speaker 2: This is a "how to" implement issue, and should be expected of everyone.

Speaker 1: This should not be just a goal of custodians, but a staff development issue.

Speaker 0: Inferred that what we are seeing because of changing demographics and an election year; however,

Speaker 6: Makes the point that people in Iowa are challenged by the issue of "multicultural, gender fare" because of the lack of diversity and limited exposure. The criterion is necessary for the entire district.

Area 3. Cafeteria/nutritional workers

Criterion 1. Demonstrates effective human relation skills

Procedures: Creates a list of coworkers' backgrounds and interests and discusses the list with coworkers

The dominant theme in this area was the deletion of a personal information list that was to be voluntarily shared among coworkers. Speakers 4 and 7 directed attention to the feasibility in accomplishing this procedure.

Speaker 4: Creating a list about coworkers causes concern about sharing information on the list. Although the intent is to get to know employees better, face-to-face discussions may be a better method of sharing personal information than a list.

Speaker 7: Instead of creating a list, implement a three-way conversation with a facilitator to assure a safe environment. A list can become a weapon.

3. *Was the compendium written with simplicity/ease of handling?*

The focus group collectively agreed that the compendium's format was user friendly and was easily understood. Anyone can pick up the compendium and understand the procedures and timelines. Speakers 0 and 6 recommended that the compendium be placed onto a disk version as a final product in order to modify PGPs as needed.

4. *Were appropriate procedures or protocol for use included?*

The theme found within this question is characterized by the establishment of ground rules for reporting a progress check. This perspective is examined by Speakers 0 and 6.

Speaker 0: Is question 4, "Establish how the progress that is being made on the PGP will be determined (this step is initiated by the employee)" asking too much?
Should the evaluator be more directive and just tell the employee?

Speaker 6: Are the employees going to be responsible for providing the progress check?

The general consensus was that the employee would provide the progress check. This methodology is thought to be more trusting and more collaborative than "top-down" management techniques. Employee responsibility for progress checks provides for easier management of their own plan rather than the supervisor being in charge of both the progress check and SERs.

5. *Were the PGPs stated in terms of specific, measurable behavior?*

The focus group confirmed that the model strategies of PGPs were effectively written in specific, measurable behaviors.

6. *Were any performance activities or behaviors omitted?*

Investigation by the focus group revealed that no activities or behaviors were omitted as a whole; however, it was suggested that certain criteria, goals, and procedures be implemented into each subgroup area.

7. *Was the table of contents useful?*

It was found that the table of contents made using the compendium easy and made searching for information effortless. However, the focus group requested the name changed from compendium for their district's copy.

8. *Were PGPs related to job responsibilities?*

The bank of model professional growth plans or strategies developed by the researcher and evaluated by the focus group was identified as being correlated to the job responsibilities of the five areas of classified/support personnel. Attention was focused on replacing an incorrect identification of the goal, "Create a list of interests to share with custodial coworkers," cited in Area 3: Cafeteria/nutritional workers.

9. *Were strategies for monitoring and reporting performance useful?*

The focus group complimented the author for the development of a compendium that provides administrators with contributive strategies for monitoring and reporting classified/support performance behaviors.

Research Question 12. What developmental strategies were offered to improve the performance behavior of five subgroups of classified personnel by businesses or privately contracted corporations?

Several models for the development of improvement strategies designed to enhance the performance of its support personnel were found in the business literature. The corporate world introduced the ideas of 1) goal setting, 2) objectives, 3) mentoring, 4) tracking results, 5) human resource management, 6) program evaluation, 7) computer-assisted instruction, 8) organizational change, 9) subordinate feedback, 10) coaching, 11) behaviorally-anchored rating scales, 12) self-evaluation, 13) career development, 14) pay-for-performance, 15) merit pay, and 16) compensation systems as means to enhancing the overall performance of its employees. Table 11 illustrates improvement strategies used by business and privately contracted corporations regarding five subgroups of classified employees in K-12 schools.

Although each contracting corporation provided some form of improvement measures for its employees, the study determined that the five subgroups of classified employees may receive from a little to a lot of support for improving job performance. This form of improvement effort is what the researcher defines as "fragmentary" improvement efforts and is only recommended if classified/support employees worked in isolation, having no effect on students, school climate, facilities, or on the community. Roget (2001) defines the term "support" as a source of strength or reinforcement. This definition underscores the performance and expectations of classified employees in each district. Camp Verde USD No. 28 and West Des Moines Community School

Table 11. Developmental strategies offered by businesses or privately contracted corporations

Classified personnel	Developmental strategy
Paraprofessional	<p data-bbox="642 460 1219 493">National Resource Center for Paraprofessionals</p> <ul data-bbox="683 497 1179 635" style="list-style-type: none"> <li data-bbox="683 497 877 530">• Credentialing <li data-bbox="683 535 1179 567">• Career ladder track on a tiered system <li data-bbox="683 572 832 604">• Coaching <li data-bbox="683 609 1030 635">• Evaluation criteria ratings
Custodian	<p data-bbox="642 672 1063 705">ServiceMaster Custodial Programs</p> <ul data-bbox="683 709 1410 847" style="list-style-type: none"> <li data-bbox="683 709 877 742">• Rating scores <li data-bbox="683 746 1199 779">• Lacks employee performance incentives <li data-bbox="683 784 1410 847">• Uses sick pay and vacation days as performance variation tool
Bus driver	<p data-bbox="642 884 1196 917">National Association for Pupil Transportation</p> <ul data-bbox="683 921 992 989" style="list-style-type: none"> <li data-bbox="683 921 935 954">• Staff development <li data-bbox="683 958 992 989">• Professional leadership <p data-bbox="642 993 893 1026">Laidlaw Bus Service</p> <ul data-bbox="683 1030 1356 1196" style="list-style-type: none"> <li data-bbox="683 1030 1245 1063">• Minimum of 10 of training in specified area <li data-bbox="683 1067 1179 1100">• Attends five safety meetings each year <li data-bbox="683 1105 1196 1137">• One formal evaluation every 24 months <li data-bbox="683 1142 1356 1196">• Random and yearly testing for alcohol and controlled substance
Nutritional worker	<p data-bbox="642 1233 1285 1266">American School Food Service Association (ASFSA)</p> <ul data-bbox="683 1271 1017 1375" style="list-style-type: none"> <li data-bbox="683 1271 865 1303">• Certification <li data-bbox="683 1308 877 1340">• Credentialing <li data-bbox="683 1345 1017 1375">• Professional scholarships <p data-bbox="642 1380 753 1413">Aramark</p> <ul data-bbox="683 1417 1196 1443" style="list-style-type: none"> <li data-bbox="683 1417 1196 1443">• Training limited to meetings and videos
Secretary	<p data-bbox="642 1480 1381 1585">The Professional Standards Program (PSP) established by the National Association of Educational Office Professionals (NAEOP)</p> <ul data-bbox="683 1589 1252 1725" style="list-style-type: none"> <li data-bbox="683 1589 865 1622">• Professional <li data-bbox="683 1627 1252 1659">• Growth opportunities, leadership workshops <li data-bbox="683 1664 989 1696">• Certification programs <li data-bbox="683 1701 906 1725">• Quality training

districts' missions, goals, and philosophies are evidence of educational organizations committed to employee excellence that in turn works to improve the overall status of the educational system.

West Des Moines Community School District exemplifies Roget's (2001) definition of support by transcending the role of their support employees to a status of equal importance and professionalism bestowed upon teachers and administrators. It is noted that because of this philosophy, "fragmentary" improvement opportunities are not recommended for classified/support employees. What is recommended, however, are improvement strategies for classified/support employees that provide opportunities and support for professional growth and development. These opportunities may be implemented by introducing the following strategies: 1) coaching, 2) 360-degree feedback, 3) hands-on-training, 4) staff development, and 5) educational classes. Unlike contracted corporations whose improvement efforts vary, the decision by school organizations to implement professional improvement strategies for classified employees is one that should be based on equitable provisions for growth and development opportunities.

CHAPTER V. SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This chapter focuses on summary statements that review the steps in the research, conclusions drawn from the results of the research, limitations in research design, a discussion of the implications of the study, and recommendations related to practice and future research efforts.

Summary

A current problem facing educational organization is the need to continually improve the job performance of its classified/support employees in order to enhance the mission of the district. A review of the literature indicated that the research regarding the process and factors involved in increasing K-12 classified/support employees' commitment to job performance improvement is scant. Comparatively, the literature does reveal that the business sector has laid the foundation for implementing innovative techniques, methods, and materials for job performance improvement of classified employees. This is especially true in the area of classified employee evaluation followed by the establishment of professional growth plans.

This study was conducted to develop and critique the feasibility and quality of a compendium of model growth strategies for K-12 classified/support personnel. The development of an item bank of suggested professional growth plans was designed to assist with the evaluation and improvement of classified employee performance. This investigation examined not only the factors and procedures involved in establishing professional growth plans and its relationship to classified/support employees' commitment to improvement, but it also critiqued the quality of model professional growth plans written by the researcher.

The main tasks involved in this study were the collection of summative evaluation reports for five job-alike subgroups of classified employees from two school organizations, and the implementation of both a judgment panel and a focus group for identifying the highest performance difficulty level of five subgroups of classified employees. The final major task was developing, critiquing, and rewriting of a compendium of model professional growth plans for the five subgroups of classified employees: special education paraprofessionals, custodians, cafeteria/nutritional workers, school bus drivers, and secretaries.

During the 2000–2001 school year, five subgroups of classified employees from West Des Moines Community School District, West Des Moines, Iowa, and from Camp Verde Unified School District No. 28, Camp Verde, Arizona, participated in this investigation. A judgment panel and a focus group identified the top three "high difficulty" performance areas from each subgroup of employees who utilized summative evaluation reports of the districts. Three professional growth plans were written for each performance area identified as "high difficulty." The item bank of PGPs comprised the makeup of the model of performance strategy growth plans that were essential in the development of the compendium. The initial draft copy of the compendium contained 48 PGPs. A focus group served to establish the practical feasibility of the compendium and provide recommendations for needed modification. Following the focus group session, several PGPs were deleted and revised as well as adding 11 PGPS to the collection of model improvement strategies. The intent of the compendium was for enhancing the mission of each district by improving the job performance of five subgroups of classified/support personnel.

Conclusions

The results of the study indicate that it is possible to develop a model of improvement strategies to be used with K–12 classified/support personnel. However, it is also evident that the

overarching culture of an organization, budgetary status, and working relationships between administrator/supervisor and staff contributes to the acceptance and implementation of various performance improvement strategies.

Structured as a feasibility study, the research focused on finding answers to the questions proposed in Chapter I. The research questions posed at the onset of the study and their responses are as follows:

1. What job titles were typically included under the heading of classified/support personnel within the two school districts?

The investigation revealed 37 job titles for classified employees between the two districts. Of the 37 job titles, the following subgroups of classified employees were found to be the largest and the most common category of employees across the two districts: 1) secretaries, 2) bus drivers, 3) special education paraprofessionals/aides, 4) custodians, and 5) kitchen/cafeteria workers.

2. What were the most common and important job functions (critical work activities) of classified personnel?

The investigation revealed 11 most common job titles of classified/support employees. These 11 categories consist of 1) health aides, 2) instructional aides, 3) custodians, 4) maintenance, 5) bus drivers, 6) clerks, 7) kitchen workers, 8) maintenance operations, 9) special education paraprofessionals, 10) secretaries, and 11) transportation supervisors. Of the 11 most common job titles of classified employees, "instructional aides" disclosed eight different job classifications that fell under its category.

3. What performance criteria can be determined from the critical work activities (CWAs) of classified/support personnel?

Job-specific responsibilities for each position were determined by analyzing the results of the timelogging/CWA analysis in job-alike groups of employees. Each employee was provided the opportunity to provide individual feedback via survey regarding the draft copy of job-specific responsibilities. The five subgroups of classified/support employees required separate job-specific responsibilities, separate job descriptions, and job-specific summative evaluation reports. Personal interviews were held with a cross-section of classified/support employees selected by the administration prior to seeking acceptance by the stakeholders' committee and board approval.

The CWAs revealed that the performance criteria for the five subgroups of classified employees varied greatly according to specific job title. There was no job-specific overlap of performance expectations assigned to either subgroup of classified employee; however, all employees were evaluated on the same level of professional responsibility which was consistent to the district's goals and missions.

4. What descriptive language was needed to provide clarification for supervisors of the many types of classified personnel, i.e., secretaries, custodians, food service workers, instructional aides?

Classified employees provide numerous services to school organizations that enhance the effectiveness of the educational process. For each of the five subgroups of classified personnel employed among Camp Verde USD No. 28 and West Des Moines Community School districts, varying categories of classified/support employees exist within each district. The study indicated five categories of special education paraprofessionals/aides, three categories of custodial employees, and 13 categories of secretaries. Although the study revealed varying categories of

four subgroups of classified employees, the subgroup "bus driver" exhibited only one category of employees.

5. What summative evaluation report (SER) forms were appropriate for the annual evaluation requirements?

The summative evaluation report designed for classified personnel, like that of certificated personnel, was developed from objectively based, job-related standards. Each report included the district's generic criteria as well as job-specific responsibilities for a given position. Classified/support employee appraisal reports were developed using common factors according to the contents of the job description. In each case, the design team from Camp Verde USD No. 28 and West Des Moines Community School District proposed criteria from the district's educational philosophy and/or strategic plan goals.

6. How should performance improvement agreements be written/stated?

The literature recommended that performance improvement agreements/professional growth plans (PGPs) be collaboratively developed between the classified/support employee and the administrator/supervisor. The PGP is to be written during the end of the evaluation conference, and implemented at the beginning of the next academic year's evaluation cycle. Elements or standards for writing quality PGPs were developed by Nance (1986) and were adapted by the researcher in developing the compendium. These elements included 1) clearly written statements, 2) stated as measurable goals, 3) provide monitoring of progress, 4) provide a starting and a completion date, and 5) assigned priority of importance (standards). Although the two school organizations' evaluation process and instruments may vary, the writing of professional

improvement agreements follows a consistent flow of logic that implements each aforementioned criterion.

7. What were the key elements of such a plan (sometimes called a job improvement target or a professional growth plan)?

The researcher adapted key elements for improving job performance behaviors developed by Nance (1986). Nance's study offered the researcher a template for developing quality professional growth plans (PGPs). A development of a bank of PGPs composed the development of a compendium (collection of suggested improvement strategies) of model growth plans for K-12 classified/support personnel. Elements of Nance's PGPs included the following elements: 1) area, 2) criteria, 3) goals, 4) sequence of activities, 5) procedures, 6) timeline, 7) monitoring, 8) evidence of success, 9) appraisal method, 10) indicators of accomplishment, and 11) needed resources. It is important to note that each element found within a PGP afforded administrators various opportunities to provide meaningful performance strategies for employee improvement.

8. What were the most common performance shortcomings of classified/support personnel that created a need for improvement plans?

A judgment panel and a focus group identified the most common performance shortcomings of classified/support employees. The judgment panel was comprised of doctoral students in the Educational Leadership and Policy Studies program at Iowa State University, Ames, Iowa. The focus group consisted of three classified/support representatives, four building administrators, and one central office administrator.

Combined job performance categories of the five subgroups of classified/support staff from the two districts' performance evaluation handbooks were used in determining "professional

responsibilities" and "job-specific responsibilities." The judgment panel identified performance shortcomings by selecting possible "high difficulty performance" levels found within each of the five subgroups of classified employees. Overall, 25 performance areas were identified by the judgment panel as shortcomings and were used to develop the draft of the compendium. Of the 25 areas selected by the judgment panel, the job performance area, "Demonstrates effective human relation skills," was consistently classified as the performance behavior most in need of improvement. Further, the judgment panel identified two additional performance areas, "Communicates effectively" and "Uses leadership skills," as the next level of performance shortcoming areas.

Using the results from the judgment panel as the basis for developing the compendium of model improvement strategies, the focus group identified performance area, "Establishes systematic procedures for identifying and establishing goals," as the most common performance shortcoming.

9. How can a compendium of suggested improvement plans be written to serve the supervisors and various classified employees?

The compendium was developed for five subgroups of classified employees as a tool for supervisors/administrators to assist classified employees with job performance shortcomings. The intent of the compendium was to link low-rated areas of performance with appropriate strategies for improvement.

Written with simplicity and ease, the bank of suggested PGPs was designed according to "generic/professional" and "job-specific" responsibilities for five subgroups of classified employees. To assist with the utilization of the compendium, a compendium protocol was

developed to provide the user with instructions for using PGPs. The compendium protocol instructions are as follows:

- Note the performance area and criterion/criteria that need to be improved.
- Study the model of PGP to be used with the criterion.
- Review the procedures (plan-of-action) that are a step-by-step description of how the PGP will be accomplished. A timeline, which keeps the process moving ahead, will need to be established that is appropriate for the person who will be implementing the procedure.
- Establish how the progress that is being made on the PGP will be determined (this step is initiated by the employee).
- Define what evidence can be used to support the indicator of accomplishment.
- Check which standard will be used to determine if the evidence measures up to the expectations established by the written PGP.
- Judge the accomplishments for the PGP by comparing the evidence with the standard and mark the appropriate indicator of accomplishment.

Further, it was recommended by the focus group that the title, "Compendium Protocol," be changed to "Instructions for Use" for the district's copy in addition to converting the compendium into disk format as a final product district modification as needed.

10. How was the compendium of improvement plans critiqued?

The compendium was critiqued by a focus group comprised of four building administrators, three classified/support representatives, and one central office administrator from West Des Moines Community School District. Members of the focus group critiqued the quality and feasibility of the compendium by addressing the following categories: 1) appropriateness, 2)

simplicity/ease of handling, 3) procedures included, 4) were PGPs stated in terms of specific, measurable behavior, and 5) omitted behaviors or activities. In order to successfully address these categories, nine questions were used as the framework to guide the focus group session. The questions that guided the focus group session were:

- What performance criterion do you feel will be most challenging for support personnel?
- Were the PGPs appropriate for the classification of employee?
- Were appropriate procedures or protocol for use included?
- Were the PGPs stated in terms of specific, measurable behavior?
- Were any performance activities or behaviors omitted?
- Was the table of contents useful?
- Were PGPs related to job responsibilities?
- Were strategies for monitoring and reporting performance useful?

Of the nine questions developed for critiquing the compendium by the focus group, Question 1, "What performance criterion do you feel would be most challenging for support personnel?" and Question 2, "Were the PGPs appropriate for the classification of employee?" provided the greatest amount of feedback for either change, clarity, or job performance identification.

11. What revisions and improvements were needed after critiquing?

The focus group session recommended the following revisions and improvements to the compendium:

Area 1. Special education paraprofessionals/assistants

Criterion 1. Demonstrates effective human relation skills.

- Delete: "e-mail messages, phone calls, and recognition of student support to parents."
- Revised: Discuss a child's progress, limitation and/or educational program only with the supervising teacher in the appropriate setting and/or with their authorization.

Criterion 3. Performs informal diagnosing of students referred by regular classroom teachers.

- Delete: terminology "perform informal diagnosis."
- Revised: "progress monitoring."
- Delete: "videotape student behaviors and analyzing the tape"
- Revised: "review videotape provided by teaching staff to observe student behavior."

Area 2. Custodians

Criterion 3. Demonstrates human relation skills.

- Delete: Create a list of coworkers' background and interests and discuss list with coworkers.
- Revised: Provide team-building opportunities by sharing information regarding coworkers' background and interests.

Area 3. Cafeteria/nutritional workers

Criterion 1. Demonstrates human relation skills.

- Add this goal to each area of classified/support employee: "During the next semester the cafeteria/nutritional (input classified/support area) worker will focus on positive relationships with coworkers."

Compendium Protocol

- **Delete:** previous title, "Compendium Protocol" for utilization by West Des Moines Community School District.
- **Revised:** "Instructions for Use."
- **Provide a definition of a compendium in the preface.**
- **Rename the compendium to read "Collection of Improvement Strategies."**
- **Place compendium into a disk format so that the district can modify PGPs as needed.**

It is important to note that the focus group made no recommendations for revisions to the PGPs in employee areas of bus drivers and secretaries, but to add the goal, "During the next semester the (input classified/support area) worker will focus on positive relationships with coworkers."

12. What developmental strategies are offered by businesses or corporations for improving the performance behavior of five subgroups of classified personnel?

Several models for the development of improvement strategies designed to enhance the performance of its support personnel were found in the business literature. The corporate world introduced ideas of 1) goal setting, 2) objectives, 3) mentoring, 4) tracking results, 5) human resource management, 6) program evaluation, 7) computer-assisted instruction, 8) organizational change, 9) subordinate feedback, 10) coaching, 11) behaviorally anchored rating scales, 12) self-evaluation, 13) career development, 14) pay-for-performance, 15) merit pay, and 16) compensation systems as means to enhancing the overall performance of its employees. The challenge to educational organizations occurs when "contracting or privatization" of services occurs. Because classified/support employees are hired as "at will employees," the literature

suggested that scant provisions are provided for employee improvement or enhancement by contracting companies such as Aramark, ServiceMaster, or Sodhexo Marriott.

However, the literature cited companies such as National Association for Pupil Transportation (NAPT), Laidlaw School Bus Services, National Resource Center for Paraprofessionals in Education and Related Services, and the National Association of Educational Office Professionals (NAEOP) for providing various incentives for employee growth and development. Job performance enhancement activities offered by these organizations range from coaching, staff development, annual training sessions, credentialing, course with college credit options, summative evaluation reports, and videotaping of desired performance behaviors.

Limitations

The limitations relative to this study were as follows:

1. This study occurred in one small, non-union school district in rural Arizona and one middle-sized, unionized school district in Iowa; thus, the results cannot be generalized to any other school district.
2. There is no procedure in place for determining the long-term effect or success of the developed model of improvement strategies.
3. The researcher was not a participant/observer in the initial stages of the development of the performance evaluation systems of both districts. Thus, the researcher's perception of timelogging activity was based on interviews with SIM researchers, discussions with Camp Verde's USD No. 28 superintendent, and reviewing after-action reports.
4. Because Camp Verde USD No. 28 had participated in the SIM I performance evaluation process for the maximum number of years, there was no focus group participation.

5. The compendium of model improvement strategies was developed based on job performance descriptions and expectations of only five out of 37 subgroups of classified/support personnel from two school organizations.

Discussion

How am I doing? What can I do in order to get better? These two questions were the basis for developing the compendium of model improvement strategies for K-12 classified/support employees. The participation of two school districts (Camp Verde USD No. 28 and West Des Moines) provided the researcher with needed information regarding the practicality and feasibility of such an evaluation tool.

Contributions by Camp Verde USD No. 28 provided the researcher with the needed SER results and job descriptors. The information utilized from this district warranted the development of an array of improvement strategies based on the needs of a non-unionized school district. Because of their "non-union" status, the recommendations made by the district suggested that the compendium be developed with a "One Size Fits All" flavor. Comparatively, information obtained from the West Des Moines Community School District, a unionized school district, pointed to the need to develop a compendium that concentrated on the job-specific categories reflecting the numerous positions of classified/support staff within their district.

The task of the researcher was to understand and appreciate the different employee assistance needs of the two districts. This led to the initial draft of the compendium that focused primarily on improvement strategies based on the job-specific skills of five subgroups of classified/support employees. It is important to note at this time that, for practicality's sake, only five subgroups of classified/support employees were selected for this study; however, the

compendium would probably be more robust and more useful to many districts if it contained additional subgroups of classified/support personnel (i.e., media assistants, classroom assistants).

The compendium draft of model PGPs was established from the analysis of results by a judgment panel of doctoral students. This activity, held in December of 2001, led to the identification and selection of the top three "highest performance difficulty" criteria leading to the subsequent development of a draft compendium of 47 PGPs.

During the month of March 2002, a focus group comprised of building and central administrators and representatives from the classified/support staff, critiqued the compendium for its quality and feasibility. Although the finding from the focus group revealed that the compendium worked, there appeared to be mixed feelings regarding whether certain PGPs were "over-the-heads" or "too-high-of-a-target" for many classified/support staff to accomplish.

Further discussion by the focus group uncovered attitudinal perceptions by the administrators regarding the rationale for revising or deleting several PGPs. The perceptions of "expected job culture" for classified/support employees was the rationale given for revising, deleting, or implementing only specified portions of the PGPs. This revelation prompted quick response from different representatives of the classified/support staff, and it also caused this writer to consider the difference in sociological assumptions of the perception of "positional power" between participants. This complex issue goes beyond the scope of this study and has worked around power issues such as education, gender, or diversity.

Apparent during the focus group meeting, this issue of "power" was underscored by the administrative members of the focus group. On the surface, the need for a collaborative developmental process was projected. Unfortunately, the message that came across during the meeting was "Yes, we really need your help, but remember, we are better than you"

(classified/support staff). This attitude of superiority may affect the "trust" that is needed in developing a collaborative relationship between employees and administrator/supervisor.

Similar to the air of superiority demonstrated by members of the administrative staff was the cry of "inferiority" cited by the members of classified/support employees. The claims of not being treated equally to certified employees regarding receiving sanctioned time to participate in staff development, coaching, or other opportunities for enhancing their job performance were voiced.

The practice of collaborative participation in the development of PGPs by the employee and administrator/supervisor has been cited extensively in the works of Manatt and Stow (1987), Mueller (1987), Nance (1986), Stow and Manatt (1985), Rauhauser (1983), and Redfern (1980). The literature suggests that employee participation in PGP development is seen as a more trusting and acceptable process than top-down, mandated performance efforts. Although the research suggests collaboration is effective in enhancing the job performance behaviors of employees, the bottom line of the buy-in depends on the attitudes and beliefs of the person who controls the power.

The performance evaluator's beliefs and attitudes determine whether or not the PGP is more than words written down on a piece of paper. Essentially, when it comes to two people sitting down at a table and discussing improvement options and opportunities, human worth and what employees mean to an organization is a silent part of the equation. Subsequently, the person with the power seems to control the overall worth of the employee.

Further consideration given to this discussion chapter encompasses the areas of recommended revisions made to the compendium and the formatting of the compendium onto a disk format for district use. It was recommended by the focus group for the sake of simplicity that the title "Compendium" be changed to read "A Collection of Model Improvement Strategies," and

the title "Compendium Protocol" be changed to read "Instructions for Use." These title changes provided the focus group with needed clarity as to the intent of the compendium and the guidelines for using the compendium protocol.

Recommendations for Practice

Recommendations for practice for any school organization intending on classified/support personnel improvement include:

1. Provide funding and time for staff development programs and training.
2. Include as many classified/support employees as possible in the early stages of the evaluation process.
3. Explore the possibility of utilizing technology in the implementation of the compendium.
4. Continue to explore additional improvement strategies.
5. Develop and implement staff development programs for classified/support personnel including such topics as "Diversity in the Workplace and the Community" and "Writing and Understanding the Professional Growth Plan."
6. Determine the responsibility of progress check reporting (i.e., supervisor or employee).
7. In order for proper improvement assistance to be given to the employee, provide PGP development and evaluation training for administrators, supervisors, and classified/support staff representatives.
8. Establish a time frame in which to check the status of PGPs for effectiveness.

Recommendations for Further Research

Professional growth plans (PGPs) cannot be expected to improve the performance of classified/support personnel consistently without a continuous systematic process of gathering, analyzing, utilizing, and disseminating information throughout the evaluation cycle. The following are suggestions and recommendations for further research in this area:

1. This study did not examine the largest combined subgroup of classified/support employees found within the two districts. A study to determine the types of model strategies needed for developing PGPs for classified/support assistants should be considered.
2. This study excluded those school organizations that currently have in place mandated classified/support personnel performance improvement strategies. A comparison study could be made examining job performance models used by school organizations with mandated improvement strategies and those without mandated strategies.
3. This study did not examine the legal standards associated with professional growth plans. Courts use legal standards as criteria for making decisions in personnel cases. A study could assess the relationship between opportunities for professional development and legal standards.
4. This study did not examine the impact of district finances. To provide data for greater utility, further studies could be done examining the impact of expenditure needed by districts to successfully fund this portion of the evaluation process.
5. Evaluation systems that implement PGPs require the administrator/supervisor to compare actual performance against a set of predetermined standards of performance. These predetermined standards represent characteristics that designers of the PGPs

value as important performance behaviors. Therefore, a study could focus on attitudinal and developmental biases among developers of the PGPs.

Excellence in education and school improvement has expanded from the initial role of the teacher, student, and administrator. Because of the cry for "accountability," school organizations are realizing that it truly does "take a village" to raise or educate a child. An important stakeholder in that village is the classified/support employee. Collectively, this group of employees can either shake or enhance the very foundation that holds an educational organization together.

Therefore, the need for classified/support personnel performance improvement is vitally important. Classified/support staff improvement needs are determined through the summative evaluation and the perception of the administrator or supervisor. Suggested strategies for job performance enhancement or improvement are collaboratively agreed upon and developed based on identified needs. Classified/support employees are often the first or last person a student, parent, or community leader sees in an educational setting. These employees not only have the potential to affect the day-to-day climate of the educational experience, but they also leave a lasting impression with whom they come into contact. The complex process by which "excellence in education" is to be obtained is accomplished by learned habit and not by speculation, perception, or accident.

To improve the evaluation of classified/support personnel and meet the performance expectations of an evaluation system, this study has produced an array of model professional growth performance (PGP) strategies designed for five subgroups of K-12 classified/support employees. This compendium is a tool that offers suggested behaviors or activities and mutual selections and development of PGPs to supervisors/administrators.

The model PGPs are directed toward the application of important performance behaviors and activities that can either enhance existing job performance skills or improve operational shortcomings. The value for classified/support employee improvement for the two school districts choosing to utilize the compendium is limited only by the creativity and commitment required for improving all who affect learning.

The devastating effect of inadequate performance behavior of educational support services creates various educational challenges that are difficult for administrators to control or manage independently. Attempting to effectively oversee any school organization without the availability of competent classified workers or without the support of workers such as cafeteria/nutritional workers, custodial staff, school bus drivers, secretaries, or special education paraprofessionals/assistants is educationally devastating. The results are compared to flying a space shuttle without the support of a launch crew; "you won't get off the ground!"

**APPENDIX A. SCHOOL DISTRICT
PARTICIPATION APPROVAL LETTERS**



WEST DES MOINES COMMUNITY SCHOOLS
LEARNING RESOURCE CENTER

January 22, 2002

Cassandra S. Turner
Research Assistant
School Improvement Model Project
N225 Lagomarcino Hall
Iowa State University
Ames IA 50010

You have permission to include the following procedures in your dissertation:

- (1) Link your draft growth plans under selected criteria on WDMCDS's appropriate SER forms and make them available to a few of our evaluators of support staff.
- (2) Interview a sample of these evaluators to obtain suggestions for improvement. Either a focus group, or if more convenient for our selected evaluators, personal interviews in their offices may be used.

Sincerely,

Debra Van Gorp, Ph.D.
Associate Superintendent
Human Resources



CAMP VERDE UNIFIED SCHOOL DISTRICT #28

"HOME OF THE COWBOYS"



Marilyn Semones, Superintendent
Camp Verde Unified School District #28
PO Box 728
Camp Verde, AZ 86322

November 15, 2001

Cassandra S. Turner
Research Assistant School Improvement Model Project
College of Education Iowa State University
N225 Lagomarcino Hall
Ames, Iowa 5001

Dear Cassandra:

You are authorized as part of the School Improvement Model research team to conduct an analysis of the Summative Evaluation Reports for five categories of classified K-12 personnel. I look forward to the compendium that will be written and published to serve as an evaluation tool for principals and other supervisors of classified personnel.

Very Sincerely,

Marilyn M. Semones
Marilyn M. Semones

Camp Verde Unified School District #28
P.O. Box 728
416 Camp Verde Road
Camp Verde, Arizona 86322
Phone: 520-967-8380
Fax: 520-967-8384
Email: msmsemone@cvusd.k12.az.us

APPENDIX B. FOCUS GROUP PARTICIPANT LETTER

SIM Projects
College of Education
Iowa State University
N225 Lagomarcino Hall
Ames, Iowa 50011
(515) 294-5521

SCHOOL IMPROVEMENT MODEL
Dick Manatt
Director
Shirley Stow
Co-Director

February 19, 2002

Dear Focus Group Participant,

Thank you for agreeing to participate in the "Support Staff" Focus Group on March 5, 2002. The purpose of the focus group is to discuss common performance difficulties identified by a judgment panel and to critique the quality of a compendium of job-specific growth plans.

The purpose of my dissertation is to develop a compendium of strategies that can be adapted to meet specific needs of five sub-groups of employees, in addition to the mission and the needs of the school organization. The compendium of professional growth plans (PGPs) is intended for collaborative use by a supervisor/administrator and the employee in assisting the job performance of support personnel who demonstrate the need for improvement. The outcome of the PGP is referenced to applicable and practical sources that assist in meeting planned objectives.

Within this letter, please find questions for critiquing the compendium of growth plans. The set compendium is comprised of job-specific improvement strategies for five-subgroups of support personnel. Enclosed with this letter is a sample list of questions that will be asked during the focus group.

The focus group will meet from 12:00-3:00 pm at the Holiday Inn, University Park 1800 50th Street, West Des Moines, Iowa, Tuesday, March 5, 2002. Lunch will be served during this time.

Thank you again for agreeing to be a member of this focus group. I look forward to meeting with you. Please contact me with any questions that you may have.

Cassandra S. Turner
Research Assistant
515-294-5521
skactum@iastate.edu

Richard P. Manatt
Dissertation Advisor
515-294-9995
rmanatt@iastate.edu

**APPENDIX C. ORIGINAL AND REVISED
PROFESSIONAL GROWTH PLANS (PGPs)**

Original Professional Growth Plans (PGPs) and Recommended Revisions

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Criterion 3	7 [166]	Criterion 3	9 [167]
Criterion 3	8 [168]	Criterion 3	10 [169]
Criterion 3	9 [170]	Criterion 3	11 [171]
Area 2: Custodians		Area 2: Custodians	
Criterion 3	17 [172]	Criterion 3	18 [173]
Criterion 3	18 [174]	Criterion 3	19 [175]
Criterion 3	20 [176]	Criterion 3	20 [177]

**A COMPENDIUM OF VALIDATED PROFESSIONAL
GROWTH PLANS
FOR K-12
CLASSIFIED/SUPPORT EMPLOYEE PERFORMANCE IMPROVEMENT**

**A COMPENDIUM OF IMPROVEMENT STRATEGIES
FOR K-12
CLASSIFIED/SUPPORT EMPLOYEES**

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AREA 3. CAFETERIA/NUTRITIONAL WORKERS	
Demonstrates Effective Human Relation Skills	22-25
Provide Leadership	26-28
Assists On Serving Line As Needed To Assure Standards of Service and Cleanliness	29-31
Stores Prepared or Leftover Food In Order To Assure Freshness And Other Quality Characteristics	32-34
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AREA 5. SECRETARIES

Provides Assistance To Students, Staff, Parents, Community, and Visitors	46-48
Establishes Systematic Procedures for Identifying and Accomplishing Goals	49-51
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PREFACE

The purpose of this *Compendium* is to provide classified/support employees, principals, and supervisors with a resource book of ideas that can be tailored to meet both the individual needs and the mission of the school organization.

Credit is given to the authors of the original Compendiums whose work is replicated. A *Compendium of Validated Professional Improvement Commitments* (1985) by Stow, Manatt, Mitchell, & Hawana, and *Volume Two: A Compendium of Validated Professional Improvement Commitments* (1987) by Stow, Manatt, Peterson, Semones, and Stevenson were developed. Additional credit is given to Steve Nance (1983) for his development of the components of a PGP. The format of the Compendium was adopted from *Volume Two: A Compendium of Validated Professional Improvement Commitments* (Stow, Manatt, Peterson, Semones, & Stevenson, 1987).

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INTRODUCTION

The purpose of evaluation is the improvement of performance behaviors through assessment, communication, and motivation. These methods are enhanced through a process of growth, designed to improve the effectiveness of individual job performance. As an offshoot of the school reform movement, enhanced employee performance is regarded as an important link to improving the overall educational climate.

Central to any evaluation system is the need for implementation of growth opportunities designed to change employee performance behavior. Administrators and supervisors are expected to respond to the performance efforts of the employee and suggest positive strategies that will enhance growth. The purpose of this *Compendium* is to provide classified/support employees, principals, and supervisors with a resource book of ideas that can be tailored to meet the individual needs and the mission of the school organization.

The *Compendium* of professional growth plans (PGPs) is a collection of improvement strategies that are intended for the collaborative use by the supervisor/administrator and the employee to assist five subgroups of classified/support personnel who desire to enhance job performance.. The *Compendium* of PGPs serves as a suggested plan referenced to applicable and practical sources that assist in meeting planned objectives of each subgroup.

The development of the *Compendium* is based upon extensive educational research. The format of Nance's components was adopted for the development of the compendium of model improvement strategies. Each PGP include these elements:

- AREA:** This is an grouping of employees.
- CRITERIA:** A criteria is a specific employee performance behavior.
- GOAL:** This statement expresses the intent in specific, measurable language.
- PROCEDURES:** An identified plan-of-action sequenced to accomplish the PGP.
- TIMELINE:** The accomplishment of each plan-of-action placed in time segments of the school year.
- MONITORING:** This element is used to determine "How is it going?" [Decide the form that the monitoring v ould take (formal or informal, work samples, etc.) and who should do the monitoring (administrator or supervisor).]
- EVIDENCE:** This documentation indicates how will it be known that the PGP was

INTRODUCTION

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The *Collection of Improvement Strategies* are improvement examples and strategies that are intended for the collaborative use by the supervisor/administrator and the employee to assist five subgroups of classified/support personnel who desire to enhance job performance.. The *Collection of Improvement Strategies* serves as a suggested plan referenced to applicable and practical sources that assist in meeting planned objectives of each subgroup.

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- | | |
|--------------------|---|
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| EVIDENCE: | This documentation indicates how will it be known that the PGP was accomplished. |

COMPENDIUM PROTOCOL

Five areas of support personnel were identified for the development of the *Compendium*. At least three PGPs were written to each criterion identified by a judgment panel as “high-difficulty” of attainment.” It will be necessary to turn to the *Compendium* to find the complete PGP, i.e., procedures, evidence, standard, appraisal method.

When using the *Compendium*, PGPs for criteria rated below the district’s standards on the employee’s summative evaluation report can be selected by using the following steps:

- 1) Note the performance area and criterion/criteria that need to be improved.
- 2) Study the model of PGP to be used with the criterion.
- 3) Review the procedures (plan-of-action) that are a step-by-step description of how the PGP will be accomplished. A timeline, which keeps the process moving ahead, will need to be established that is appropriate for the person who will be implementing the procedure.
- 4) Establish how the progress that is being made on the PGP will be determined (This step is initiated by the employee).
- 5) Define what evidence can be used to support the indicator of accomplishment.
- 6) Check which standard will be used to determine if the evidence measures up to the expectations established by the written PGP.
- 7) Judge the accomplishments for the PGP by comparing the evidence with the standard and mark the appropriate indicator of accomplishment.

INSTRUCTION FOR USE

Five areas of support personnel were identified for the development of the *Collection of Improvement Strategies*. At least three PGPs were written to each criterion identified by a judgment panel as “high-difficulty” of attainment.” It will be necessary to turn to the *Instructions for Use* to find the complete PGP, i.e., procedures, evidence, standard, appraisal method.

When using the *Collection of Improvement Strategies* for criteria rated below the district’s standards on the employee’s summative evaluation report can be selected by using the following steps:

- 1) Note the performance area and criterion/criteria that need to be improved.
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- 7) Judge the accomplishments for the PGP by comparing the evidence with the standard and mark the appropriate indicator of accomplishment.

AREA I SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 3. Perform informal diagnosis of students referred by regular classroom teachers.**

GOAL: At the end of each grading period, the special education paraprofessional/assistant will provide the regular classroom teachers with data regarding student performance behavior.

PROCEDURES:

1. Video a segment of student classroom interaction
2. Analyze the tape, focusing on verbal and nonverbal behavior
3. Within the third week maintain a weekly log of student behavior
4. Compile a list of productive student behaviors
5. Develop a chart of student behavior

TIMELINE:

1. For three days of the week, observe student and peer interactions
2. During the second week, review behaviors.
3. Within the third week maintain a log of student behaviors
4. List productive student behaviors by the fourth week.
5. By the end of each grading period develop a chart of student behaviors.

MONITORING: Review data with evaluation team

EVIDENCE: Videotape, analyze data and review class work and chart.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and compare plans, summaries of accomplished and failed objectives goals that include an analysis of failed objectives.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 3. Perform informal diagnosis of students referred by regular classroom teachers.**

GOAL: At the end of each grading period, the special education paraprofessional/assistant will provide the regular classroom teachers with data regarding student performance behavior.

PROCEDURES:

1. Video tape a segment of student classroom interactions
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INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 3. Perform informal diagnosis of students referred by regular classroom teachers.**

GOAL: At least twice a year the special education paraprofessional/assistant will provide data regarding student academic progress and behavior with regular classroom teachers.

PROCEDURES:

1. Gather artifacts of student class work and special assignments
2. Keep a daily journal of student-peer interactions
3. Log and chart student performance
4. Provide a summary of student progress to supervisor for evaluation

TIMELINE:

1. Student-peer interaction journal is kept daily
2. Collection of student artifacts are due by the end of a three week grading period.
3. Summary of student performance and behavior is due to supervisor at the end of each grading period.

MONITORING: A progress of student-peer interaction, student work samples, review of all data

EVIDENCE: The review of student performance data and student artifacts.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal and student work compare performance data with the standards.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 3. Perform progress monitoring of students referred by regular classroom teachers.**

GOAL: At least twice a year the special education paraprofessional/assistant will provide data regarding student academic progress and behavior with regular classroom teachers.

PROCEDURES:

1. Gather artifacts of student class work and special assignments
2. Keep a daily journal of student-peer interactions
3. Log and chart student performance
4. Provide a summary of student progress to supervisor for evaluation

TIMELINE:

1. Student-peer interaction journal is kept daily
2. Collection of student artifacts are due by the end of a three week grading period.
3. Summary of student performance and behavior is due to supervisor at the end of each grading period.

MONITORING: A progress of student-peer interaction, student work samples, review of all data

EVIDENCE: The review of student performance data and student artifacts.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal and student work compare performance data with the standards.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL
CRITERION 3. Perform informal diagnosis of students referred by regular classroom teachers.

GOAL: Throughout the school year, the special education paraprofessional/assistant will engage in gathering input regarding student physical growth and emotional development.

PROCEDURES:

1. Provide parental input regarding student behaviors from home.
2. Receive and review information regarding student wellness from health providers.
3. Discuss student attitudes with student peers and siblings
4. Submit summary to the evaluator.

TIMELINE:

1. Review with teacher on a weekly basis caregiver information regarding student behavior.
2. Review health information twice a semester (August & November, January & April).
3. Confer with siblings during the last week of each grading cycle.
4. Engage gathering physical and emotional growth data twice a school year (December & May).

MONITORING: A progress check that includes presenting information to student evaluation teams.

EVIDENCE: Written summary.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal and student work compare performance data with the standards.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL
CRITERION 3. Perform progress monitoring for students referred by regular classroom teachers.

GOAL: Throughout the school year, the special education paraprofessional/assistant will engage in rules and procedures regarding the management of behaviors of individuals with exceptional learning and physical needs

PROCEDURES:

1. Discuss child' s physical progress and limitations with supervising teacher.
2. Provide supervising teacher with parental concerns regarding student behaviors from home.
3. Receive and review information regarding student wellness from health providers.
4. Uses appropriate strategies and techniques to increase the individual's self-esteem, self awareness, self-control, and self reliance.
5. Assist in modifying the learning environment to manage behavior.

TIMELINE:

1. Review with teacher on a weekly basis information regarding student physical progress and limitations.
2. Review and discuss health information with supervising teacher twice a semester (August & November, January & April).
3. Confer with supervising teacher weekly about appropriate strategies and techniques to increase student self-esteem, self-awareness, self-control, and self-reliance.
4. Assist in gathering and modifying behavior data twice a school year (December & May).

MONITORING: A progress check that includes presenting information to student evaluation teams.

EVIDENCE: Written summary.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will critique and journal and student work compare performance data with the standards.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 2. CUSTODIANS**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the custodian will participate in opportunities to meet with faculty and staff regarding custodial responsibilities.

PROCEDURES:

1. Secure a list of dates of custodial-faculty meeting
2. Prepare a list of relevant topics to be discussed
3. Conduct discussions with faculty and staff
4. Submit summary to the evaluator

TIMELINE:

Daily meetings are to be held twice a year (August/September and January).

Submit summary once a semester to evaluator.

MONITORING: Progress check that includes informal observation of meetings.

EVIDENCE: List of issues discussed; written summaries.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the custodian will participate in workshops regarding members of the school community who come from different ethnic and/or cultural heritage.

PROCEDURES:

1. Prepare a list of potential contacts.
2. Prepare a list of topics to be discussed.
3. Conduct discussions with school community members.
4. Prepare a reflection summary gained from the discussion.
5. Submit summary to evaluator.

TIMELINE:

1. Contact lists are due the first week in October and February.
2. Topic lists are due by the middle of each month.
3. One-day workshops are held the last week in October and February.

MONITORING: A progress check includes informal observation of the meetings.

EVIDENCE: Reflection summary

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ interaction with the standard.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the custodian will participate in sex-role and stereotyping sensitivity training for co-workers and other support staff.

PROCEDURES:

1. List stereotypical sex roles of co-workers and other support staff
2. Compile list and record reasons for projected stereotypes.
3. Create a list that focuses on positive relationships with co-workers and other support staff.
4. Request fellow co-workers to observe and record the frequency of positive responses with staff members.
5. Submit summary of positive frequency responses to evaluator.

TIMELINE:

1. During the first day of each training session, compile the three lists (August and January)
2. One week of response observations.
3. Share the frequency count at the end of week with evaluator.

MONITORING: A progress check that involves informal observations.

EVIDENCE: Written frequency counts; job performance behavior.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS

CRITERION 3. Demonstrates effective human relation skills.

GOAL: At least twice a year the custodian will participate in sex-role and stereotyping sensitivity training for co-workers and other support staff.

PROCEDURES:

1. Refrain from engaging in discriminatory practices based on a a co-workers handicap, race, sex, cultural background, or religion.
2. Respect the dignity and individuality of coworkers and other support staff members.
3. Create a list that focuses on positive relationships with co-workers and other support staff.
4. Request fellow co-workers to observe and record the frequency of positive responses with staff members.
5. Submit summary of positive frequency responses to evaluator.

TIMELINE:

1. During the first day of each training session, compile the three lists (August and January)
2. One week of response observations.
3. Share the frequency count at the end of week with evaluator.

MONITORING: A progress check that involves informal observations.

EVIDENCE: Written frequency counts; job performance behavior.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 2. CUSTODIANS**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the custodian will participate in workshops regarding members of the school community who come from different ethnic and/or cultural heritage.

PROCEDURES:

1. Prepare a list of potential contacts.
2. Prepare a list of topics to be discussed.
3. Conduct discussions with school community members.
4. Prepare a reflection summary gained from the discussion.
5. Submit summary to evaluator.

TIMELINE:

1. Contact lists are due the first week in October and February.
2. Topic lists are due by the middle of each month.
3. One-day workshops are held the last week in October and February.

MONITORING: A progress check includes informal observation of the meetings.

EVIDENCE: Reflection summary

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ interaction with the standard.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 3. Demonstrate effective human relation skills**

GOALS: During the next semester the custodian will focus on positive relationships with coworkers.

PROCEDURES:

1. Develop team-building concepts by sharing information regarding co-workers background and interests.
2. Discuss the interest with co-workers
3. Review team building information with the evaluator.

TIMELINE:

1. Discuss interests during the first week of each quarter.
2. Discuss the coworker interests with supervisor during the second week of each quarter.
3. Review team interests with supervisor by the third week of each quarter.

MONITORING: Progress check includes informal observations and information gathered.

EVIDENCE: Data gathering; work environment observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

APPENDIX D. FOCUS GROUP QUESTIONS

Focus Group Questions

Critiquing of the Compendium of Professional Growth Plans (PGPs)

Please critique the quality of the compendium of PGPs by answering the following questions.

1. **What performance criterion do you feel will be most challenging for support personnel?**

2. **Were the PGPs appropriate for the classification of employee?**

3. **Was the compendium written with simplicity/ease of handling?**

4. **Were appropriate procedures or protocol for use included?**

5. **Were the PGPs stated in terms of specific, measurable behavior?**

6. **Were any performance activities or behaviors omitted?**

7. **Was the table of contents useful?**

8. **Were PGPs related to job responsibilities?**

9. **Were strategies for monitoring and reporting performance useful?**

**APPENDIX E. COMPENDIUM OF MODEL IMPROVEMENT
STRATEGIES FOR K-12 CLASSIFIED PERSONNEL**

PREFACE

The purpose of this *Compendium* is to provide classified/support employees, principals, and supervisors with a resource book of ideas that can be tailored to meet both the individual needs and the mission of the school organization.

Credit is given to the authors of the original Compendiums whose work is replicated. A *Compendium of Validated Professional Improvement Commitments* (1985) by Stow, Manatt, Mitchell, & Hawana, and *Volume Two: A Compendium of Validated Professional Improvement Commitments* (1987) by Stow, Manatt, Peterson, Semones, and Stevenson were developed. Additional credit is given to Steve Nance (1983) for his development of the components of a PGP. The format of the Compendium was adopted from *Volume Two: A Compendium of Validated Professional Improvement Commitments* (Stow, Manatt, Peterson, Semones, & Stevenson, 1987).

INTRODUCTION

The purpose of evaluation is the improvement of performance behaviors through assessment, communication, and motivation. These methods are enhanced through a process of growth, designed to improve the effectiveness of individual job performance. As an offshoot of the school reform movement, enhanced employee performance is regarded as an important link to improving the overall educational climate.

Central to any evaluation system is the need for implementation of growth opportunities designed to change employee performance behavior. Administrators and supervisors are expected to respond to the performance efforts of the employee and suggest positive strategies that will enhance growth. The purpose of this *Compendium* is to provide classified/support employees, principals, and supervisors with a resource book of ideas that can be tailored to meet the individual needs and the mission of the school organization.

The *Compendium* of professional growth plans (PGPs) is a collection of improvement **examples and strategies** that are intended for the collaborative use by the supervisor/administrator and the employee to assist five subgroups of classified/support personnel who desire to enhance job performance.. The *Compendium* of PGPs serves as a **suggested plan** referenced to applicable and practical sources that assist in meeting planned objectives of each subgroup.

The development of the *Compendium* is based upon extensive educational research. The format of Nance's components was adopted for the development of the compendium of model improvement strategies. Each PGP include these elements:

AREA:	This is an grouping of employees.	
CRITERIA:	A criteria is a specific employee performance behavior.	
GOAL:	This statement expresses the intent in specific, measurable language.	
PROCEDURES:	An identified plan-of-action sequenced to accomplish the PGP.	
TIMELINE:	The accomplishment of each plan-of-action placed in time segments of the school year.	
MONITORING:	This element is used to form that the monitorin samples, etc.) and who supervisor).]	v ne "How is it going?" [Decide the l take (formal or informal, work lo the monitoring (administrator or
EVIDENCE:	This documentation inc accomplished.	ow will it be known that the PGP was

STANDARD: The standard becomes the model for determining “how well” the PGP was completed.

APPRAISAL METHOD: This element consists of comparing the evidence with the standard. A fair and objective judgment cannot be made if specifics are lacking in either the evidence or the standard.

INDICATORS OF ACCOMPLISHMENT: The terms “fully,” “partially,” or “not accomplished” are used to indicate how well the PGP was accomplished.

COMPENDIUM PROTOCOL

Five areas of support personnel were identified for the development of the *Compendium*. At least three PGPs were written to each criterion identified by a judgment panel as “high-difficulty” of attainment.” It will be necessary to turn to the *Compendium* to find the complete PGP, i.e., procedures, evidence, standard, appraisal method.

When using the *Compendium*, PGPs for criteria rated below the district’s standards on the employee’s summative evaluation report can be selected by using the following steps:

- 1) Note the performance area and criterion/criteria that need to be improved.
- 2) Study the model of PGP to be used with the criterion.
- 3) Review the procedures (plan-of-action) that are a step-by-step description of how the PGP will be accomplished. A timeline, which keeps the process moving ahead, will need to be established that is appropriate for the person who will be implementing the procedure.
- 4) Establish how the progress that is being made on the PGP will be determined (This step is initiated by the employee).
- 5) Define what evidence can be used to support the indicator of accomplishment.
- 6) Check which standard will be used to determine if the evidence measures up to the expectations established by the written PGP.
- 7) Judge the accomplishments for the PGP by comparing the evidence with the standard and mark the appropriate indicator of accomplishment.

**LIST OF AREAS, CRITERIA, AND PGP_s INCLUDED IN THE COLLECTION OF
IMPROVEMENT STRATEGIES**

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL

CRITERION 1. Demonstrates effective human relation skills.

GOAL: Throughout the school year the special education paraprofessional/assistant will implement a plan that provides for an atmosphere of cooperation, mutual trust, and positive reinforcement of students for their efforts and accomplishments in achieving performance goals.

PROCEDURES:

1. Reinforces and reviews concepts and skills.
2. Assists students in performing activities initiated by the supervising teachers.
3. Maintains records associated with parent conferencing procedure, confirms dates, etc.
4. Participate in parent conferences when requested regarding student progress and strategies for improvement.

TIMELINES:

1. Weekly report to supervising teacher regarding skills and expected concepts.
2. Daily assistance of student activities. Achievement awards given to students on a semester basis.
3. Parent conferences are held during each term.
4. Parent conference records are to be reviewed by supervising teacher by the end of the first academic semester.

MONITORING: Conference held at the end of each grading period.

EVIDENCE: List of student assistance of skills and concepts. A check of conference records.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will compare the lists of events and the summaries with the standard.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION:** Demonstrates effective human relation skills.**PGP:** During staff orientation special education assistants/paraprofessionals will participate in sessions regarding the multicultural awareness.**PROCEDURES:**

1. Attend inservice workshops regarding culture diversity
2. Provide attention to growth and developmental needs of diverse learners.
3. Include within instruction positive interactions regarding diversity.
4. Attend basic conversational language workshops in order to effectively communicate with diverse students.
5. Orient students to the cultural patterns of diverse learners.

TIMELINES:

1. Attend monthly inservice training on diversity.
2. Bi-monthly activities on developmental needs of diverse learner.
3. Weekly interactions with students regarding diversity.
4. At the beginning of each grading period orient students about cultural diversity.
5. Attend weekly diverse conversational language workshops.

MONITORING: A progress check that include informal observation and conference**EVIDENCE:** Artifacts, curriculum data, increased wait time, video and computer assignments, communication with diverse students.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will compare the list of activities to the summaries with the standard, formal observations, and work samples.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA I SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION:** Demonstrates effective human relation skills.**GOAL:** Throughout the year the special education paraprofessional/assistant will inform parents regarding student problems and achievements.**PROCEDURES:**

1. Informal Parent conference
2. Phone logs of telephones conferences
3. Student interaction reports
4. Progress charts

TIMELINES:

1. Weekly phone logs
2. Bi-monthly student interaction reports
3. Monthly progress charts
4. Parent conferences are scheduled throughout the third week of each grading period.

MONITORING: A progress check that includes informal observations and supervision of parent conferences.**EVIDENCE:** List of phone logs, review of progress charts, a summary of student interaction reports and conference results.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will compare the list of activities and summaries with the standard, formal observations, and work samples.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA 1. SPECIAL EDUCATION PARAPROFESSIONAL/ASSISTANTS**Criterion 1. Demonstrates effective human relation skills.**

GOAL: At least twice a year the special education paraprofessional/assistant will participate in sex-role and stereotyping sensitivity training for co-workers and other support staff.

PROCEDURES:

1. List stereotypical sex roles of co-workers and other support staff
2. Compile list and record reasons for projected stereotypes.
3. Create a list that focuses on positive relationships with co-workers and other support staff.
4. Request fellow co-workers to observe and record the frequency of positive responses with staff members.
5. Submit summary of positive frequency responses to evaluator.

TIMELINE:

1. During the first day of each training session, compile the three lists (August and January)
2. One week of response observations.
3. Share the frequency count at the end of week with evaluator.

MONITORING: A progress check that involves informal observations.

EVIDENCE: Written frequency counts; job performance behavior.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 1. SPECIAL EDUCATION PARAPROFESSIONAL/ASSISTANT**CRITERION 1. Demonstrate effective human relation skills**

GOALS: During the next semester the special education paraprofessional/assistant worker will focus on positive relationships with coworkers.

PROCEDURES:

1. Share information regarding co-workers background and interest.
2. Discuss the interest with co-workers
3. Review information with the evaluator.

TIMELINE:

1. Discuss interests during the first week of each quarter.
2. Discuss the coworker interests with supervisor during the second week of each quarter.
3. Review coworker interest with supervisor by the third week of each quarter.

MONITORING: Progress check includes informal observations and information gathered.

EVIDENCE: Data gathering; work environment observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 2. Establishes systematic procedures for identifying and accomplishing goals.**

GOAL: The special education paraprofessional/assistant will develop a list of desired personal accomplishments.

PROCEDURES:

1. List projected personal goals
2. Design a plan for implementing goals
3. Maintain a journal of goal related activities
4. Construct a chart of projected goals and obtained accomplishments.

TIMELINES:

1. Develop a list of personal goals during the first week of August and January.
2. Within the third week of August and January design a plan for implementing goals.
3. Maintain a weekly journal
4. At the end of each six-week period, construct a goal and accomplishment chart.

MONITORING: Periodic review and summary of personal accomplishments.

EVIDENCE: Procedures for goal attainment, summary of journal and charts.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will compare the list of activities and summaries with the standard, formal observations, and work samples.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 2. Establishes systematic procedures for identifying and accomplishing goals.**

GOAL: Throughout the year the special education paraprofessional/assistant will chronicle the accomplishments of professional assignments.

PROCEDURES:

1. Develop a list of all professional assignments
2. Develop a plan for accomplishing assignments
3. Develop a list and a summary of completed assignments
4. Journal of procedures
5. Develop and maintain a portfolio

TIMELINES:

1. Establish a bi-weekly list of assignments
2. Portfolios are due at the end of each grading period
3. Monthly journal summary

MONITORING: Progress check of assignments, journals, and portfolio.

EVIDENCE: List of procedures, the plans, and a summary of the completed professional assignments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will compare the list of activities and summaries and analysis the artifacts within the portfolio.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL
CRITERION 2. Establishes systematic procedures for identifying and accomplishing goals.

GOAL: The special education paraprofessional/assistant will review with the administrator/appraiser targeted dates and assignments regarding the achievement of both professional and personal objectives.

PROCEDURES:

1. List targeted objectives
2. Design a plan for implementing objectives
3. Record in planner projected goals and target dates.
4. Develop a list of successfully accomplished objectives.
5. Develop a list of incomplete objectives.
6. Record justifications for successful outcomes and failures

TIMELINES:

1. Comprise a list of objectives twice a year.
2. Lists are due during the first week of September and February
3. Planners are to be kept daily
4. Goals not accomplished are reported monthly
5. All successful objectives are recorded at the end of each semester.

MONITORING: Progress check and Critiquing of comprised lists of accomplished and unaccomplished objectives.

EVIDENCE: List of plans, procedures, achievements, and failures.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will critique and compare plans, summaries of accomplished and failed objectives goals that include an analysis of failed objectives.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 3. Perform informal diagnosis of students referred by regular classroom teachers.**

GOAL: At the end of each grading period, the special education paraprofessional/assistant will provide the regular classroom teachers with data regarding student performance behavior.

PROCEDURES:

1. Video tape a segment of student classroom interactions
2. Analyze the tape, focusing on verbal and nonverbal behaviors
3. Maintain a weekly log of student behavior
4. Compile a list of productive student behaviors
5. Develop a chart of student behavior

TIMELINE:

1. For three days of the week, observe student and peer interactions
2. During the second week, review behaviors.
3. Within the third week maintain a log of student behaviors
4. List productive student behaviors by the fourth week.
5. By the end of each grading period develop a chart of student behaviors.

MONITORING: Review data with evaluation team

EVIDENCE: Videotape, analyze data and review class work and chart.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and compare plans, summaries of accomplished and failed objectives goals that include an analysis of failed objectives.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 3. Perform progress monitoring of students referred by regular classroom teachers.**

GOAL: At least twice a year the special education paraprofessional/assistant will provide data regarding student academic progress and behavior with regular classroom teachers.

PROCEDURES:

1. Gather artifacts of student class work and special assignments
2. Keep a daily journal of student-peer interactions
3. Log and chart student performance
4. Provide a summary of student progress to supervisor for evaluation

TIMELINE:

1. Student-peer interaction journal is kept daily
2. Collection of student artifacts are due by the end of a three week grading period.
3. Summary of student performance and behavior is due to supervisor at the end of each grading period.

MONITORING: A progress of student-peer interaction, student work samples, review of all data

EVIDENCE: The review of student performance data and student artifacts.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal and student work compare performance data with the standards.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA I. SPECIAL EDUCATION ASSISTANT/PARAPROFESSIONAL**CRITERION 3. Perform progress monitoring for students referred by regular classroom teachers.**

GOAL: Throughout the school year, the special education paraprofessional/assistant will engage in rules and procedures regarding the management of behaviors of individuals with exceptional learning and physical needs

PROCEDURES:

1. Discuss child's physical progress and limitations with supervising teacher.
2. Provide supervising teacher with parental concerns regarding student behaviors from home.
3. Receive and review information regarding student wellness from health providers.
4. Uses appropriate strategies and techniques to increase the individual's self-esteem, self awareness, self-control, and self reliance.
5. Assist in modifying the learning environment to manage behavior.

TIMELINE:

1. Review with teacher on a weekly basis information regarding student physical progress and limitations.
2. Review and discuss health information with supervising teacher twice a semester (August & November, January & April).
3. Confer with supervising teacher weekly about appropriate strategies and techniques to increase student self-esteem, self-awareness, self-control, and self-reliance.
4. Assist in gathering and modifying behavior data twice a school year (December & May).

MONITORING: A progress check that includes presenting information to student evaluation teams.

EVIDENCE: Written summary.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal and student work compare performance data with the standards.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS

CRITERION 1. Maintains the order and cleanliness of buildings.

GOAL: The building custodian will coordinate efforts to perform necessary cleaning procedures of the building.

PROCEDURES:

1. Demonstrate the operation of janitorial equipment.
2. Demonstrate or explain procedures for clearing the building from trash and litter.
3. Attend information and safety meeting.
4. Alternate spot-checking procedure with co-workers for litter removal.
5. Informal performance evaluation

TIMELINE:

1. Demonstrate equipment operation during the first week of job-site reporting.
2. Trash and litter removal review is held bi-monthly.
3. Attend monthly information and safety meetings.
4. Alternate litter spot-checking on a monthly basis.
5. Informal performance evaluation will be made at the end of each quarter.

MONITORING: Utilization of a custodial checklist on a weekly basis.

EVIDENCE: A final examination of the degree in which deficiencies are addressed will be reviewed .

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 2. CUSTODIANS**CRITERION 1. Maintains the order and cleanliness of buildings.**

GOALS: The building custodian will log all required custodial assignments and unclean areas on a daily basis.

PROCEDURES:

1. Provide a weekly checklist of custodial duties.
2. Check hallways, stairwells and outside of the building to determine evidence of litter.
3. Compile a completed cleaning log.
4. Provide a summary of difficult cleaning areas.

TIMELINE:

1. Weekly custodial checklist
2. Check hallways twice daily
3. Provide a weekly cleaning log
4. Provide a monthly summary of difficult cleaning areas.

MONITORING: The head evaluator will review cleaning log, inspect school facilities and evaluate custodial checklist. A summary of difficult cleaning areas will be provided to evaluator.

EVIDENCE: A final evaluation of performance achievements. Clean school facilities.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2.**CUSTODIANS****CRITERION 1.****Maintains the order and cleanliness of buildings.****GOAL:**

The custodian will upgrade skills needed for cleaning classrooms, offices, and restrooms.

PROCEDURES:

1. Attend staff development training regarding new cleaning techniques.
2. Adhere to facility cleaning checklist.
3. Maintain a daily log of cleaning areas, supplies, and equipment.
4. Complete work schedule
5. Review division or school cleaning standards

TIMELINE:

1. Monthly staff development meeting
2. Weekly cleaning checklist
3. Maintain a daily log
4. Weekly work schedule
5. Semester review of school cleaning standards

MONITORING: The employee will utilize and review custodial checklist on a weekly basis. Compile a monthly summary of latest cleaning techniques and performance efforts.

EVIDENCE: A final evaluation , daily log, completed work schedule, and staff development training.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 2. Takes action to ensure a secured building.****GOAL:** Throughout the entire school year, the custodian will secure all exterior doors and exits.**PROCEDURES:**

1. Padlock all doors without a "push bars".
2. Analyze all push bar doors for obstructions such as gum, paper, tape, or rocks.
3. Use special keys to lock all push bar doors.
4. Turn key to lock all hallway exits.

TIMELINE:

1. At the end of the final work shift.
2. Twice daily
3. At the end of every school day
4. Daily

MONITORING: A progress check that includes secured doors and exits ways.**EVIDENCE:** Consistently locked exterior doors and exits.**STANDARD:** Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.**INDICATORS OF ACCOMPLISHMENT:**

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 2. Takes action to ensure a secured building.**

GOAL: Throughout the entire school year, the custodian will check for unlocked classroom doors.

PROCEDURES:

1. Periodically turn door handles to ensure the classroom is locked.
2. Randomly choose a classroom to determine if it is secured.
3. Check behind coworkers to ensure that all classrooms are secured.
4. Chronicle all doors found to be unlocked.

TIMELINE:

1. Check door handles daily.
2. Choose random classrooms weekly.
3. Check behind co-workers daily.
4. Provide a weekly chronicle of all unlocked doors

MONITORING: Progress check that includes evaluator/supervisor periodically walking areas and attempting to open closed classroom doors.

EVIDENCE: Consistently locked doors.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 2. Takes action to ensure a secured building.**

GOAL: Throughout the school year, the custodian will lock assigned classrooms windows.

PROCEDURES:

1. Inspect window latches
2. Randomly attempt to open classroom windows
3. Periodically open and close classroom windows to test for locking ability.
4. Chronicle all windows found to be unlocked.

TIMELINE:

1. Daily
2. Weekly
3. Weekly
4. Weekly

EVIDENCE: Locked classroom windows upon inspection

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: The custodian will foster respectful working relationships with other support staff and the community..

PROCEDURES:

1. Review common concerns regarding custodial responsibilities.
2. Develop a summary list of custodial responsibilities to be distributed to faculty and staff..
3. Submit summary to the evaluator
4. Participate as requested in conferences regarding concerns of the physical condition of school facilities

TIMELINE:

1. Review concerns monthly.
2. Develop an annual list of custodial responsibilities
3. Submit summary once a semester to evaluator
4. Conferences are held bi-annually (August/September and January).

MONITORING: Progress check that includes informal observation of meetings.

EVIDENCE: List of issues discussed; written summaries.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ work performance with employee checklist.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the custodian will participate in workshops regarding members of the school community who come from different ethnic and/or cultural heritage.

PROCEDURES:

1. Prepare a list of potential contacts.
2. Prepare a list of topics to be discussed.
3. Conduct discussions with school community members.
4. Prepare a reflection summary gained from the discussion.
5. Submit summary to evaluator.

TIMELINE:

1. Contact lists are due the first week in October and February.
2. Topic lists are due by the middle of each month.
3. One-day workshops are held the last week in October and February.

MONITORING: A progress check includes informal observation of the meetings.

EVIDENCE: Reflection summary

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will critique and journal employ interaction with the standard.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 2. CUSTODIANS**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the custodian will participate in sex-role and stereotyping sensitivity training for co-workers and other support staff.

PROCEDURES:

1. Refrain from engaging in discriminatory practices based on a co-workers handicap, race, sex, cultural background, or religion.
2. Respect the dignity and individuality of coworkers and other support staff members.
3. Create a list that focuses on positive relationships with co-workers and other support staff.
4. Request fellow co-workers to observe and record the frequency of positive responses with staff members.
5. Submit summary of positive frequency responses to evaluator.

TIMELINE:

1. During the first day of each training session, compile the three lists (August and January)
2. One week of response observations.
3. Share the frequency count at the end of week with evaluator.

MONITORING: A progress check that involves informal observations.

EVIDENCE: Written frequency counts; job performance behavior.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 1. CUSTODIANS**CRITERION 1. Demonstrate effective human relation skills**

GOALS: During the next semester the custodian will focus on positive relationships with coworkers.

PROCEDURES:

1. Develop team-building concepts by sharing information regarding co-workers background and interests.
2. Discuss the interest with co-workers
3. Review team building information with the evaluator.

TIMELINE:

1. Discuss interests during the first week of each quarter.
2. Discuss the coworker interests with supervisor during the second week of each quarter.
3. Review team interests with supervisor by the third week of each quarter.

MONITORING: Progress check includes informal observations and information gathered.

EVIDENCE: Data gathering; work environment observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS**CRITERION 1. Demonstrate effective human relation skills**

GOALS: During the next grading period the cafeteria worker will demonstrate positive behavior toward all students.

PROCEDURES:

1. Develop a list of positive statements to use with students.
2. Implement statements.
3. Request coworkers to observe the frequency of positive statements made to students.
4. Share the frequency results with evaluator.

TIMELINE:

1. Develop list by the first two weeks of each quarter.
2. Implement statement by the third week of each quarter.
3. Observe frequency on for two weeks.
4. Share frequency by the fourth week of each quarter

MONITORING: A progress check that include an informal observation.

EVIDENCE: Frequency count, list of positive statements.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with students.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS**CRITERION 1. Demonstrate effective human relation skills**

GOALS: Throughout the academic year the cafeteria worker will be involved in two-way communication with administrators and teachers.

PROCEDURES:

1. Develop a plan for communicating at least once during each grading period with two teachers and one administrator.
2. Implement the plan.
3. Demonstrate a respectful and patient behavior with co-workers, students, and staff.

TIMELINE:

1. Develop communication plan by the third week of the school year.
2. Implement the process during the first and the last week of the grading period.
3. Demonstrate behavior by the third week of the school year.

MONITORING: Progress check that include an informal observation.

EVIDENCE: Plan; informal observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with teachers and administrators.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS**CRITERION 1. Demonstrate effective human relation skills**

GOALS: During the next semester the cafeteria/nutritional worker will focus on positive relationships with coworkers.

PROCEDURES:

1. Develop team-building by sharing information regarding co-workers background and interests.
2. Discuss the interest with co-workers
3. Review team interests with the evaluator.

TIMELINE:

1. Discuss interests during the first week of each quarter.
2. Discuss the coworker interests with supervisor during the second week of each quarter.
3. Review coworker interest with supervisor by the third week of each quarter.

MONITORING: Progress check includes informal observations and information gathered.

EVIDENCE: Data gathering; work environment observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS**Criterion 1. Demonstrates effective human relation skills.**

GOAL: At least twice a year the cafeteria/nutritional workers will participate in sex-role and stereotyping sensitivity training for co-workers and other support staff.

PROCEDURES:

1. List stereotypical sex roles of co-workers and other support staff
2. Compile list and record reasons for projected stereotypes.
3. Create a list that focuses on positive relationships with co-workers and other support staff.
4. Request fellow co-workers to observe and record the frequency of positive responses with staff members.
5. Submit summary of positive frequency responses to evaluator.

TIMELINE:

1. During the first day of each training session, compile the three lists (August and January)
2. One week of response observations.
3. Share the frequency count at the end of week with evaluator.

MONITORING: A progress check that involves informal observations.

EVIDENCE: Written frequency counts; job performance behavior.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 3. CAFETERIA/NUTRITIONAL WORKERS

CRITERION 2. Provide leadership

GOALS: During the next semester the cafeteria worker will organize cafeteria materials, food, and supplies.

PROCEDURES:

1. Provides an inventory of ingredients and supplies to ensure accuracy of production
2. Compile a list of items to be replenished
3. Store food and supplies properly
4. Provide supply list to supervisor

TIMELINE:

1. Complete the inventory during the first week of the school year.
2. List is to be compiled by the second week of the school year.
3. Supplies are checked on a monthly basis.
4. Provide list to supervisor monthly.

MONITORING: Formal and informal observations.

EVIDENCE: Inventory checklist

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will critique inventory checklist and check all stored items.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS

CRITERION 2. Provide leadership

GOALS: Continually inform supervisor the status of food inventory

PROCEDURES:

1. Provide supervisory with inventory checklist.
2. Calculate required amounts of food from recipes to produce desired quantities of menu items.
3. Develop a suggestion list of quality food consideration.
4. Share list with the supervisor.

TIMELINE:

1. Provide checklist on a weekly basis.
2. Calculate food on a daily basis.
3. By the fourth week of the quarter develop a suggestion list.
4. Share the list by the end of the quarter.

MONITORING: Informal conference, inventory list.

EVIDENCE: Food inventory data, suggestion list, and calculated food usage.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will compare the list of suggestions with nutritional standards.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS**CRITERION 2. Provide leadership****GOALS:** Demonstrates evidence of tasks completion.**PROCEDURES:**

1. Perform tasks with reasonable speed.
2. Discuss clarification questions concerning tasks with supervisor.
3. Make suggestions for task improvement.
4. Implement suggestions.

TIMELINE:

1. Perform task with reasonable speed within the first quarter.
2. During each week, discuss clarification of assigned task.
3. Monthly suggestions.
4. Implement suggestion by the end of the quarter.

MONITORING: Task performance is observed with correction provided as needed**EVIDENCE:** Inspection of task and work area is continuous. Task performance is evaluated, with correction provided as needed.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will compare the list of suggestion with assigned task standards.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS

CRITERION 3. Assists on serving line as needed to assure standards of service and cleanliness.

GOALS: Time management: Move cafeteria line along in a timely manner in order to prevent long lines.

PROCEDURES:

1. Allow CLIENTS the opportunity to go through the serving line, providing each person 30 seconds to make food selection.
2. Each server should greet the server with statements SUCH AS: "May I help you please?" "What is the meat, vegetable, or dessert of your choice?" "May I serve you?" "Who's next please?" or "What or your having today?"
3. Monitor the beginning and end of the cafeteria line to assist disabled students with food selection and taking trays to designated areas.

TIMELINE:

1. Clients are given 30 seconds to request food item.
2. Server will greet client on a daily.
3. Monitor cafeteria line daily.

MONITORING: A progress check that include informal and formal observations. Student surveys

EVIDENCE: Cafeteria observations

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job performance

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS

CRITERION 3. Assists on serving line as needed to assure standards of service and cleanliness.

GOALS: Improve the quality of service.

PROCEDURES:

1. Does necessary preparation of fruit, vegetables or other food items in order to have ready for serving.
2. Care is given regarding food appearance, freshness, or other quality consideration.
3. Food is served to students at a reasonable speed.
4. Assists in replenishing food items for serving.

TIMELINE:

1. Check for proper preparation and service of food daily.
2. Care is given to food on a daily basis.
3. Each food item is served within 30 seconds of request.
4. Replenish food items as needed.

MONITORING: Progress check that include a review of checklist, formal, and informal observations.

EVIDENCE: List of special meal requests; observations

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and students.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 3. CAFETERIA/NUTRITIONAL WORKERS

CRITERION 3. Assists on serving line as needed to assure standards of service and cleanliness.

GOALS: Provide special meals for students, faculty, and staff members.

PROCEDURES:

1. Compile a checklist of special meal requests.
2. Preparation is according to recipe and or instruction requested.
3. Special requests are assembled and packaged properly.

TIMELINE:

1. Checklist of special meals are reviewed daily
2. Special meal requests are re-evaluated and updated weekly.
3. Special meals are served as needed.

MONITORING: A progress check of informal and formal observations: checklist of special meal requests.

EVIDENCE: List of special meal requests; serving observations.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS

CRITERION 4. Stores prepared or leftover food in order to assure freshness and other quality characteristics.

GOALS: Store food in proper receptacles.

PROCEDURES:

1. Develop a storage chart and checklist for proper receptacles for food.
2. Use foil, plastic wrap, plastic bags or airtight containers for packaging foods for refrigerator storage.
3. Use airtight containers for foods in cupboard.
4. Keep gelatin in original container
5. Place dry foods such as sugars and teas in airtight container.

TIMELINE:

1. Develop a storage chart during the first week of each month.
2. Use refrigerator packaging daily.
3. Use packaging containers daily.
4. Place dry items in containers daily.

MONITORING: Progress check that include storage charts, checklist, informal and formal observations.

EVIDENCE: Storage chart, checklist, and observations.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique storage procedure using checklist and storage guidelines.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS**CRITERION 4. Stores prepared or leftover food in order to assure freshness and other quality characteristics.****GOALS:** Use proper temperature and refrigeration procedures for food.**PROCEDURES:**

1. Maintain refrigerators at 41°F or lower.
2. Place thermometers in the warmest and coldest areas of refrigerator.
3. Measure and record air temperature.
4. Check to ensure that raw un-cooked meats are not stored above prepared foods.
5. Rotate stock continually.

TIMELINE:

1. Store foods at proper temperature daily.
2. Check thermometers weekly and record temperature.
3. Check the storing of uncooked meats daily.
4. Use food quickly, implement the “first in, first out” (FIFO) principle weekly.

MONITORING: Progress check that include storage charts and temperature checklist.**EVIDENCE:** Rotated food items; recorded refrigerator temperature.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA 3. CAFETERIA/NUTRITIONAL WORKERS**CRITERION 4. Stores prepared or leftover food in order to assure freshness and other quality characteristics.**

GOALS: Adhere to proper storage recommendation for cupboard storage of dry and canned foods.

PROCEDURES:

1. Keep canned and dry goods dry.
2. Label and date all dry goods.
3. Maintain goods in clean wrappers and containers.
4. Place food on shelves or on mobile equipment at least six inches off the floor.
5. Space foods so air can freely flow around them.
6. Store foods in cool cabinets way from appliances that produce heat.
7. Rotate stock

TIMELINE:

1. Storage procedures are to begin the opening day of school.
2. Label and date foods during the first week of the school year.
3. Store goods in clean containers and wrappers daily.
4. Space food weekly.
5. Continue daily with labeling and storage procedures.
6. Use the "first in, first out" (FIFO) principle.

MONITORING: A progress check that include a formal and informal observation of proper storage procedures.

EVIDENCE: Food storage guidelines and standards.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique storage procedures according to charts, checklist, and guidelines.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS

CRITERION 1. Transport Students

GOALS: Provide timely pick-ups and drop-off of students on bus routes.

PROCEDURES:

- 1. Provide actual assimilation of assigned route
- 2. Review student manifest
- 3. Review routing and scheduling methods; include the way distance is measured.
- 4. Driver route training offered by supervisor.

TIMELINE:

- 1. Assimilations are held during the first week of route assignment.
- 2. Review student manifest daily.
- 3. During each semester review routing and scheduling methods.

MONITORING: A progress check that include daily, weekly manifest; route assimilation and training.

EVIDENCE: Manifest; assimilation of assigned routes; timely pick-ups and drop-offs of students.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The supervisor will observe and critique the employees' overall performance of transporting students in a timely manner.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS**CRITERION 1. Transport Students**

GOALS: During the school year the employees will safely transport students to and from assigned locations.

PROCEDURES:

1. Attend workshop to practice school bus safety rules for railroads.
2. Adjust vehicle speed to road weather and traffic conditions.
3. Attend training regarding turning corners slowly.

TIMELINE:

1. Attend workshop for railroad safety.
2. By the second week of school adjust vehicle speed.
3. Practice safety turns exercises the first week of each quarter, continue skills daily.

MONITORING:**EVIDENCE:**

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS**CRITERION 1. Transport Students**

GOALS: During the school year the employees will safely transport students to and from assigned locations.

PROCEDURES:

1. Attend workshop to practice school bus safety rules for railroads.
2. Adjust vehicle speed to road weather and traffic conditions.
3. Attend training regarding turning corners slowly.

TIMELINE:

1. Attend workshop for railroad safety.
2. By the second week of school adjust vehicle speed.
3. Practice safety turns exercises the first week of each quarter, continue skills daily.

MONITORING:**EVIDENCE:**

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS**CRITERION 1. Transport Students****GOALS:** Transport students to extracurricular and non-school activities.**PROCEDURES:**

1. Maintain a manifest of assigned destination(s).
2. Contact administrator or teacher in charge of trip
3. Review pick-up and drop-off times of location

TIMELINE:

1. Review manifest as assignments are given
2. Routine contact is made with administrator or teacher in charge prior to transporting students.
3. Review pick-up and drop-off information per trip.
4. Efficiency checklist that includes comments regarding service provided.

MONITORING: Progress check that include: checklist, supervisor ride-along, and summary of manifest.**EVIDENCE:** Checklist, ride-along, summary of manifest.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique efficiency of transportation of students.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS**CRITERION 2. Maintains professional growth and assists with bus programs.**

GOALS: During each semester the bus driver will attend staff development training regarding school bus safety.

PROCEDURES:

1. View video training tapes for drivers
2. The driver should adjust the seat and mirrors and become familiar with the equipment.
3. The seat belt shall be worn.
4. Check the use of directional signals and mirrors, stopping the bus, opening the door and window,
5. Check roadway crossing for one parallel set of tracks.
6. Evaluate the driver's degree of care and knowledge of laws, rules, and regulations when required to operate a school bus across railroad tracks.
7. A simulation of railroad crossing that evaluates the driver's ability to determine the clearance of the tracks with the back of their vehicle.

TIMELINE:

1. During each semester review videotapes on safety procedures.
2. Wear seat belt daily.
3. Routinely check directional signals and doors.
4. Routinely check for correct clearance of railroad tracks.

MONITORING: A progress check that include supervisory formal and informal observations.

EVIDENCE: Training sessions, evaluation of laws and regulations; formal and informal observations.

STANDARD: Please specify)

Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique knowledge and performance of safety procedures and regulations.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS**CRITERION 2. Maintains professional growth and assists with bus programs.**

GOALS: During each semester the bus driver will attend staff development training regarding routine mechanical maintenance.

PROCEDURES:

1. Attend sessions on introduction to vehicle components; fuel efficient driving, pre and post tip inspections
2. Maintain a daily report of mechanical concerns.
3. Provided a summary of daily reports.

TIMELINE:

1. Monthly sessions on vehicle maintenance procedures. Summary of daily reports
2. Daily report of mechanical concerns.
3. Monthly summary of daily reports.

MONITORING: A progress check that include informal and formal observations of maintenance and safety check of school bus.

EVIDENCE:

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS**CRITERION 2. Maintains professional growth and assists with bus programs.**

GOALS: During each semester attend School Bus Driver Certification Class Training programs for special needs students.

PROCEDURES:

1. Attend workshops that covers specific school bus safety education training in accordance to U.S. Public Law 101-476, Individuals With Disabilities Act of 1997.
2. Participate in specified hands-on training for transporting special education students.
3. Attend professional growth programs that encompass subjects such as: legal background, types of disabilities, characteristics, and behavior modification techniques for special needs students.
4. Compile a list of disabilities.
5. Share list with the evaluator.

TIMELINE:

1. Attend workshop regarding individuals with disabilities each semester.
2. Attend yearly hands-on training for transporting special education students.
3. Compile list within the fourth week of each quarter.
4. Share list by the end of each quarter

MONITORING: A progress check that includes formal observations and hands-on training.

EVIDENCE: Workshop attendance.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe interactions with students following workshop attendance.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 4. SCHOOL BUS DRIVERS**CRITERION 3. Demonstrates effective human relation skills**

GOALS: During the next semester the driver will develop effective communication skills; focusing on dealing with students in a positive manner.

PROCEDURES:

1. Develop a list of pupil behavior expectations.
2. Learn the names of student passengers
3. Practice and maintain patience, courtesy, and humor with students.
4. Observe escalating inappropriate behavior and
5. Attend staff development meeting regarding response to non-verbal, verbal, and body-language
6. Attend staff development on how certain chemicals (prescriptions and otherwise) influence behavior and anger.

TIMELINE:

1. Administer a list of behavior expectations at the beginning of each semester to each passenger.
2. Learn the names of passengers by the second week of each semester.
3. During each quarter attend various staff development workshops.
4. During the second week of each quarter practice positive behaviors.
5. Attend non-verbal staff development bi-annually.
6. Attend chemical influence staff development annually.

MONITORING: A progress check that include formal and informal observations; list of pupil behavior expectations, attendance of workshop.

EVIDENCE: List of student expectations, knowledge of student's names, and workshops.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique driver interactions with students.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 4. SCHOOL BUS DRIVERS**CRITERION 3. Demonstrates effective human relation skills****GOALS:** Develop a plan for communicating with building administrators.**PROCEDURES:**

1. Learn the names of all building administrators.
2. Schedule a meeting with building administrators to discuss student expectations.
3. Collectively develop a contingency plan for disruptive students.
4. Compile a list of office numbers for emergencies

TIMELINE:

1. Learn the names of building administrators by the second week of the semester.
2. Meet with building administrators twice a quarter.
3. Contingency plan is developed yearly.
4. List of emergency numbers are due the second week of each quarter.

MONITORING: A progress check that include formal and informal observation of meetings; contingency plan; list of emergency numbers.**EVIDENCE:** List of emergency numbers, contingency plan, and meetings with building administrators.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVERS**CRITERION 3. Demonstrates effective human relation skills**

GOALS: Demonstrate evidence of providing parents with school bus safety, policies, and procedures.

PROCEDURES:

1. Compile a list of passenger safety concerns to distribute to parents (i.e., Clothing and backpack straps can get caught on bus handrails or doors).
2. Distribute school bus behavior policy to parents.
3. Provide parents a checklist of proper procedure for waiting at bus stops.
4. Distribute boarding procedures for inclement weather to parents.
5. Provide parents with a holiday/half-day schedules and runs.

TIMELINE:

1. List of passenger safety concerns is due the first week of the school year
2. During the beginning of each quarter distribute school bus safety policies.
3. During the first week of the school year provide checklist of boarding procedures to parents.
4. Provides monthly holiday/half day schedules.

MONITORING: A progress check that includes samples of distributed checklists of expected behavior, inclement boarding procedures, safety policies, and holiday/half day schedules.

EVIDENCE: Checklists, inclement weather boarding procedures, holiday/half day schedules

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique interactions and informational materials distributed to parents.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 4. SCHOOL BUS DRIVER**CRITERION 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the school bus driver will participate in sex-role and stereotyping sensitivity training for co-workers and other support staff.

PROCEDURES:

6. List stereotypical sex roles of co-workers and other support staff
7. Compile list and record reasons for projected stereotypes.
8. Create a list that focuses on positive relationships with co-workers and other support staff.
9. Request fellow co-workers to observe and record the frequency of positive responses with staff members.
10. Submit summary of positive frequency responses to evaluator.

TIMELINE:

4. During the first day of each training session, compile the three lists (August and January)
5. One week of response observations.
6. Share the frequency count at the end of week with evaluator.

MONITORING: A progress check that involves informal observations.

EVIDENCE: Written frequency counts; job performance behavior.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 4. SCHOOL BUS DRIVERS**CRITERION 3. Demonstrate effective human relation skills**

GOALS: During the next semester the school bus driver will focus on positive relationships with coworkers.

PROCEDURES:

1. Develop team-building skills by sharing information regarding co-workers background and interest.
2. Discuss the interest with co-workers
3. Review team interests with the evaluator.

TIMELINE:

1. Discuss interests during the first week of each quarter.
2. Discuss the coworker interests with supervisor during the second week of each quarter.
3. Review coworker interest with supervisor by the third week of each quarter.

MONITORING: Progress check includes informal observations and information gathered.

EVIDENCE: Data gathering; work environment observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES

CRITERION 2. Establishes systematic procedures for identifying and accomplishing goals.

GOALS: Engages in professional growth activities.

PROCEDURES:

1. Participates in staff development.
2. Stays current with job-related trends.
3. Attend appropriate building meetings.

TIMELINE:

1. Participates in staff development once a semester.
2. Annually address current job-related trends.
3. Attend meetings as regularly.

MONITORING: Progress check that includes formal and informal observations; staff development data, and meeting attendance.

EVIDENCE: Staff development participation, building meetings, up-dated job-related data.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers, faculty and administration.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES

CRITERION 1. Provides assistance to students, staff, parents, community, and visitors.

GOALS: Follow through on complaints within range of responsibility to ensure they have been answered.

PROCEDURES:

1. List all complaints.
2. Make a list of reasons for the complaints and the way each complaint could have been avoided.
3. Create a priority for timeline.
4. Share the lists and timeline with the evaluator.

TIMELINE:

1. Compile both lists of complaints within the first two weeks of each quarter.
2. Develop a list of strategies and causes of complaints during the second week of each quarter.
3. Timeline is due by the third week of each quarter.
4. Share data with the evaluator during the fourth week of each quarter.

MONITORING: A progress check that include three informal conferences with the evaluator; one formal evaluation.

EVIDENCE: Lists, timeline, and sharing data.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with students, parents, community, and visitors.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES

CRITERION 1. Provides assistance to students, staff, parents, community, and visitors.

GOALS: Assists students, parents, and staff members with emergencies.

PROCEDURES:

1. Attend workshop regarding emergency procedures
2. Compile and review a checklist of emergency procedures
3. Review procedures with the evaluator.
4. Practice emergency procedures.

TIMELINE:

1. Attend workshop during the first week of each semester.
2. Compile list a week after attending workshop.
3. Review emergency procedures by the third week of workshop attendance
4. Practice procedures during each quarter.

MONITORING: A progress check that includes an informal conference, workshop attendance data, and the development of checklist.

EVIDENCE: Workshop attendance, conference, and checklist.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with students, parents, teachers, and other support staff members during emergency situations.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES

CRITERION 1. **Provides assistance to students, staff, parents, community, and visitors.**

GOALS: The secretary will provide an orientation packet for students, staff, and parents regarding extracurricular activity calendars

PROCEDURES:

1. Prepare a list of contact person regarding extracurricular activities.
2. Discuss the list with the evaluator.
3. Share the list with students and staff members
4. Provide updated activity schedules and contact person list.

TIMELINE:

1. Prepare list during the first week of each semester.
2. Discuss list during the second week of each semester.
3. Share the list with students and staff members by the fourth week of each semester.
4. Provide updated information as needed.

MONITORING: A progress check that include a conference and review of contact person list.

EVIDENCE: Contact person list; conference and review of list; updated list.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with students, parents, and staff members.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES**CRITERION 2. Establishes systematic procedures for identifying and accomplishing goals.****GOALS:** Practices effective office etiquette.**PROCEDURES:**

1. Practice listening to voice for correct expression, tone, and clarity when answering the telephone.
2. Develop a checklist for writing full messages.
3. Share checklist with the evaluator.
4. Transfer and redirect calls effectively.
5. Attend workshop for appropriate dress, in order to reinforce proper office image.

TIMELINE:

1. Listen to voice during each quarter.
2. Develop checklist during the first week of the school year.
3. Share the checklist once a quarter.
4. Effectively transfer and redirect calls by the second week of school.
5. Attend workshop annually.

MONITORING: A progress check that include informal and formal observations; workshop attendance, and conference.**EVIDENCE:** Workshop attendance, checklist, voice correctness review.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique office etiquette.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES**CRITERION 2. Establishes systematic procedures for identifying and accomplishing goals.****GOALS:** The secretary will improve work habits and dependability.**PROCEDURES:**

1. Reports and records are complete, current, accurate and neat according to schedule.
2. Organizes work area and activities in an orderly manner.
3. Maintain files in an updated, easily retrievable manner.

TIMELINE:

1. Reports and records checks are due at the end of each quarter.
2. Work area is to be organized by the second week of school and maintained daily.
3. Update files each quarter.

MONITORING: A progress check includes updated files, organized work areas, evaluation of records and reports.**EVIDENCE:** Updated reports, organized work areas, and maintained reports.**STANDARD:** Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job performance with regards to improved work performance and dependability.**INDICATORS OF ACCOMPLISHMENT:**

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES**CRITERION 3. Demonstrates effective human relation skills.**

GOALS: The secretary will demonstrate a positive rapport with those whom services are provided.

PROCEDURES:

1. Practice greeting visitors, students, parents, and employees with a courteous, helpful, and concentrated effort.
2. Screen calls in such a manner that the caller is not offended.
3. Acknowledge the presence of visitors, clients, teachers, or parents in a timely manner.
4. Attend stress management and conflict resolution workshops.

TIMELINE:

1. Practice greeting visitors daily
2. Be able to screen calls by the second week of the school year.
3. Attend workshops prior to the second quarter.

MONITORING: A progress check that include formal and informal observations.

EVIDENCE: Office observation and survey of office climate.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with students, teachers, parents, and visitors.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES**CRITERION 3. Demonstrates effective human relation skills.**

GOALS: Answers questions regarding school's programs and policies within range of responsibilities.

PROCEDURES:

1. Create a checklist of data regarding school programs and policies.
2. Submit the checklist to the evaluator
3. Write a plan for using the information about school programs and policies.
4. Submit the plan for using the information to the evaluator.
5. Implement the plan.

TIMELINE:

1. Create the checklist during the first week of each semester.
2. Submit the checklist within second week of each semester.
3. Write and submit plan for using information prior to the end of the first quarter.
4. Implement plan during the last week of the quarter.

MONITORING: A progress check that includes evaluation of checklist and plan.

EVIDENCE: Checklist and written plan for using information regarding school programs and policies.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with students, teachers, parents, co-workers, and visitors.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES**CRITERION 3. Demonstrates effective human relation skills.**

GOALS: The secretary will demonstrate verbal and written expression that is tactful, legible, succinct, and easily understood.

PROCEDURES:

1. Attend staff development training regarding office communication etiquette.
2. Compile a list of oral and written opening statements, greetings, and salutation approaches.
3. Share list with the evaluator.
4. Implement greeting and salutation strategies.

TIMELINE:

1. Attend staff development training during the first quarter of the school year.
2. Compile list within the third week of the quarter.
3. Share list prior to the end of the first quarter.
4. Implement strategies the within first week of the second-quarter

MONITORING: A progress check that includes evidence of staff development attendance, greeting list, formal, implementation of greeting strategies and informal observations.

EVIDENCE: Greeting list, strategies, and staff development attendance.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES**Criterion 3. Demonstrates effective human relation skills.**

GOAL: At least twice a year the secretary will participate in sex-role and stereotyping sensitivity training for co-workers and other support staff.

PROCEDURES:

1. List stereotypical sex roles of co-workers and other support staff
2. Compile list and record reasons for projected stereotypes.
3. Create a list that focuses on positive relationships with co-workers and other support staff.
4. Request fellow co-workers to observe and record the frequency of positive responses with staff members.
5. Submit summary of positive frequency responses to evaluator.

TIMELINE:

1. During the first day of each training session, compile the three lists (August and January)
2. One week of response observations.
3. Share the frequency count at the end of week with evaluator.

MONITORING: A progress check that involves informal observations.

EVIDENCE: Written frequency counts; job performance behavior.

STANDARD: Please check one or more of the following:

- | | |
|------------------------|--------------------------|
| District policy | <input type="checkbox"/> |
| Building procedures | <input type="checkbox"/> |
| Research-based model | <input type="checkbox"/> |
| Other (Please specify) | <input type="checkbox"/> |

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers and other support staff members.

INDICATORS OF ACCOMPLISHMENT:

- | | |
|------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Partially | <input type="checkbox"/> |
| Not accomplished | <input type="checkbox"/> |

AREA 5. SECRETARIES**CRITERION 3. Demonstrate effective human relation skills**

GOALS: During the next semester the secretary will focus on positive relationships with coworkers.

PROCEDURES:

1. Develop team-building by sharing information regarding co-workers background and interest.
2. Discuss the interest with co-workers
3. Review team interests with the evaluator.

TIMELINE:

1. Discuss interests during the first week of each quarter.
2. Discuss the coworker interests with supervisor during the second week of each quarter.
3. Review coworker interest with supervisor by the third week of each quarter.

MONITORING: Progress check includes informal observations and information gathered.

EVIDENCE: Data gathering; work environment observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

AREA 5. SECRETARIES**CRITERION 3. Demonstrate effective human relation skills**

GOALS: During the next semester the secretary will focus on positive relationships with coworkers.

PROCEDURES:

1. Develop team-building by sharing information regarding co-workers background and interest.
2. Discuss the interest with co-workers
3. Review team interests with the evaluator.

TIMELINE:

1. Discuss interests during the first week of each quarter.
2. Discuss the coworker interests with supervisor during the second week of each quarter.
3. Review coworker interest with supervisor by the third week of each quarter.

MONITORING: Progress check includes informal observations and information gathered.

EVIDENCE: Data gathering; work environment observation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (Please specify)

APPRAISAL METHOD: The evaluator will observe and critique job interactions with co-workers.

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

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ACKNOWLEDGMENTS

How do you say "thank you" and begin to acknowledge all of the individuals who help you achieve your dream? The foundation regarding earning a doctorate was instilled by my mother (Leontine Silvers-Hamner) and cultivated by my grandmother (Helen Bell). They taught me to value my education and to strive to be the best. Although my mother and grandmother planted the seed, Dr. Charles Green and the faculty and staff of Frayser High School generated access and support for this educational endeavor.

The writer acknowledges the significant amount of emotional and financial support provided by family members. It was the pride felt from my sons Terrence and Carlos, my sisters (Shelia, Veleatha, Pamela, LyVette, and Denise) and my brothers (Edward, Kirt, Antonio, Andre, Ira, Kevin, LaVance) that provided both motivation and strength.

Acknowledgment is expressed to the friends, faculty, and staff of Frayser High School for their patience, prayers, financial support, and understanding throughout this project. I only hope that my example can influence others to fulfill their love for learning.

A special thank you to my best friends, Clara, Gloria, Lorraine, Jennifer, Kene, Dorothy, Bruce, Cynthia, and Norven, whose patience and prayers throughout this process provided me with nourishment for my soul and a smile to my heart.

Although many people provided support for this researcher, the leaders of Camp Verde (AZ) Unified School District No. 28 and West Des Moines (IA) Community School District provided support for this study. Each leader contributed by sharing evaluation data with the School Improvement Model staff at Iowa State University and the formation of selected employees in the use of a Focus Group concept.

Further, the study would have faltered without the guidance and support of Dr. Richard P. Manatt (my guide, my encourager, my friend, and my critic; we truly understand each other). In his role as major professor, Dr. Manatt provided the technical support needed to conceptualize and structure the investigation, and the inspiration needed to bring this study to fruition.

Appreciation is also extended to the writer's doctoral committee, who in addition to Dr. Manatt, consisted of Dr. Sande McNabb, Dr. George A. Jackson, Dr. Jan Walker, and Dr. Jan Bartlett. They were always available to answer questions, and to encourage and express genuine interest in me and my project. Their collective insight helped to shape the investigation and strengthen the context of the study.

An additional appreciation is extended to Bonnie Trede for her efficient processing of the initial drafts and the final copy; and to Curtis, Lynette, Susan, Sandy, Myron, and Deb for their support and insight during the "Wednesday night dissertation class."

A final thank you to Dr. Shirley Stow, Dr. Daniel Robinson, Dr. Carlie Tartakov, Dr. Clymme Jackson, the Ingyang family, Nicole, Laverne, Dominique and Angela, Natalie, Judy, Marjorie, Pattie-Ann, and Beverly for being my sounding boards and for providing much needed guidance.