

SUU LEAD Classified Employee Evaluation
Mentor Principal Competency Review

Please copy this template, paste into your Word or Google doc, complete it, get it signed by your Mentor, share with your Internship Coordinator, and upload into Canvas.

Name: **Joseph Wright**
Year & Semester: **2019, Summer Semester**
School in which you interned: **Lehi ESY Summer School (Lehi, Utah)**

Participate in all aspects of at least one evaluation of a classified employee.

Please describe all aspects of the process of evaluating a classified employee. Review with your Mentor your efforts and activities associated with this artifact. Add to this copy....

- Your description,
- Have your mentor initial after Emerging Effective or Effective below and sign and date,
- Scan this completed, initialed Mentor Evaluation,
- Upload your scanned Mentor Evaluation to the aligned Canvas Assignment.

Description:

We spoke with (R. Redacted), who is an advocate at Lehi High School. He usually focuses on the students that are at the very bottom of grades (last 5%), and speaks with them on a weekly basis. He works with these students so that they can gradually get themselves out of their failing hole (usually failing multiple classes).

He also is there to chat with students who need a break, who are experiencing social anxiety (they call it “10 minutes”). He also checks up on any kids whose last names start with Q-Z (~20). He keeps a log of what is happening. He calls kids down to chat during the beginning and end of class. In the meantime, he does some secretarial work. He is paid hourly, and has been at the school for 4 years.

Many of the students he works with are struggling in lots of ways. He works with parents pretty frequently. One issue with the recent construction is attendance and tardies, which they have had to be a bit more flexible with. He reaches out to parents regarding attendance issues. He helps administer several of these remedial programs to assist students who are struggling with grades, attendance, etc.

(R. Redacted) is specifically responsible to (B. Redacted) . The evaluation process is mostly informal. He also works with 2 different guidance counselors, as well as one other advocate who has been doing this for many years. He reviews his records and accountability for what he does. He has an associates in Psychology, and is taking a break in his education currently. He is a great advocate and friend / mentor to students. We chatted about potential options for him to improve his education, and he is considering doing BYU's online Pathways program, and found out that I had served my mission with his sister! Small world indeed.

Later (7/15/19), Pam and I spoke with (B. Redacted) , his direct supervisor. We asked him what methods he used to evaluate (R. Redacted) and other such classified employees, and when we asked to clarify, he said that "classified" jobs are those that are generally hourly, that don't require a certification (as compared with teachers, etc.). There is no hard and fast rule at Lehi regarding the distinction, according to (B. Redacted), but generally that is how it goes. Many of the classified employees have a rather informal evaluation (if any), and as long as there are no complaints, things run smoothly. The district requires only teacher and counselor evaluations, and (D. Redacted) the principal gives the other admins a formal evaluation each year.

Generally speaking, as an hourly person, the positions are at-will. If they are doing their job, they will be kept on. We have informal conversations and goals with employees, and specific goals for those who may be struggling, etc. When these type of employees are hired, they have specific job duties that are required when they are hired, and sometimes those expectations change and require changes. The advocate position, which (R. Redacted) is, was recently revamped, and so the requirements and job duties are something that (B. Redacted) will be bringing (R. Redacted) up to speed on.

There are some interesting situations as well, such as (J. Redacted), one of our functional admins here at Lehi, who will be doing strictly administrating, but on a teacher salary track. (J. Redacted) will be working directly with a new advocate (a position that is being added this year), along with a secretary. When employees know what the expectations / requirements are, they either buck up or find their way out. When asked if he'd like to have more positions, employees, etc., he said that having this new advocate will be helpful. Another math aid would be helpful, English could use another aid, and a hall monitor position, although it burns people out, etc. Mostly we get the advocates to take over those responsibilities.

Reflection:

I like that Lehi has a bit of a laxer culture at the school. While certified employees are held to a high standard, the classified employees find themselves in more of an informal setting. They are mentored at the beginning of their employment on their responsibilities and duties, and then, as

needed if the jobs are not being fulfilled. (B. Redacted) will have regular chats with all of them regarding their performance, and send emails (thus providing a paper trail) to anyone that needs some feedback for improvement, and make suggestions and recommendations to improve their work.

It seems that most of the time, this attitude seems to work well, as far as (B. Redacted) can tell. He's happy with the vast majority of the classified employees that he is responsible for, and if need be, the rest usually get their act together after having an email & conversation. The culture here is a good one, and it is palpable that the employees, admins, and teachers all get along pretty well, from what I can see.

Hours engaged in the completion of this artifact: 10

[Utah Educational Leadership Standards - 2018](#) - Standard 6.1

Emerging Effective _____	Effective <u>X</u>
Seeks to manage staff resources, including the assignment of teachers and staff to roles and responsibilities in order to optimize their professional capacity to equitably address each student's learning needs.	Manages staff resources, including the assignment of teachers and staff to roles and responsibilities in order to optimize their professional capacity to equitably address each student's learning needs.
Mentor Signature and Date: <i>Philip Clark 7/15/2019</i>	
Signature: Joseph Wright	Signature: 7/15/19