

## NEA JOB EVALUATION SYSTEM FACTOR STATEMENTS

Factors	%	1	2	3	4	5	6	7
Knowledge and Skills	30	255	295	340	390	450	520	600
Responsibility, Assets, People, program	23	200	300	350	400	460		
Complexity	15	170	195	225	260	300		
Supervisory Responsibility	10	0	50	90	150	175	200	
Personal Contacts: Nature	2	20	25	30	35	40		
Personal Contacts: Purpose	5	55	65	75	85	100		
Coordination, Organization, and Facilitation	9	90	135	155	180			
Working Conditions: Physical/Sensory	3	10	40	50	60			
Working Conditions: Environmental	3	10	40	50	60			

### 1- KNOWLEDGE & SKILLS

This factor evaluates the nature and extent of specific mental or physical performance competencies, and the practical, commercial, or scientific knowledge and skills required for satisfactory job performance.

These skills and knowledge may be obtained through formal education or training, through experience, or through a combination of education, training, and experience.

#### LEVEL 1

Ability to comprehend and follow simple instructions.

#### AND

Skills necessary to perform simple manual tasks or operate simple types of equipment or tools in repetitive operations.

#### LEVEL 2

Ability to comprehend and carry out simple instructions within a standardized work routine.

#### AND

Skills necessary to operate simple machinery requiring less than three days of indoctrination.

#### AND

Basic literacy reading, some writing.

#### LEVEL 3

Ability to read, write, perform simple arithmetic, and carry out simple functions independently.

#### AND EITHER

Knowledge of body of rules, regulations, policies or operations requiring moderate training (e.g., less than eight weeks) and experience to apply to standard situations.

#### OR

Skills in operating moderately complex equipment requiring significant on-the-job training (e.g., greater than eight weeks) to develop proficiency of operation.

#### LEVEL 4

Ability to comprehend multiple instructions,

**AND EITHER**

Ability to read, write originally, and use correct grammar; knowledge of a body of rules, regulations policies or operations requiring considerable training and experience to apply to a variety of standard situations.

**OR**

Skills in operating and/or maintaining complex equipment involving a trade or craft, or technical methods and procedures for which considerable training or experience is necessary.

**LEVEL 5**

Ability to comprehend complex instructions or information; ability to apply knowledge of a specialized subject matter in the work environment,

**AND EITHER**

In-depth knowledge of a body of rules, procedures, methods, or operations to apply to a variety of situations.

**OR**

Skills in operating and /or maintaining very complex equipment involving trade, craft, or technical methods and procedures where extensive experience or training is necessary.

**OR**

Ability to create work, methods or services that require a moderate degree of originality to create a variation of an existing form using knowledge of a discipline.

**LEVEL 6**

Knowledge of a wide variety of principles and techniques of a specialized area or working knowledge of a professional discipline in order to apply the concepts, methods, and procedures to practical situations, and sufficient comprehension to detect and correct complex problems.

**OR**

Mastery of the principles and practices of a trade or craft.

**OR**

Ability to create work, methods or services that require a high level of originality to create a variation of an existing form, perhaps integrating several disciplines.

**LEVEL 7**

Extensive knowledge of a professional field of work or a specialized program in order to apply theories, principles, and concepts to diverse situations; to provide advice or direction to others on highly specialized matters and to be able to synthesize the work of other professionals in the field.

**OR**

Ability to create work, methods or services that require an extremely creative or highly developed level of originality to create a new/original form.

**2—RESPONSIBILITY FOR ASSETS, PEOPLE, PROGRAMS**

This factor measures the degree to which the job requires the employee to be the person responsible for materials, equipment, and the financial resources of the institution; the degree to which the employee is responsible for the well-being of the people whom the institution serves; or the responsibility for the programs of the institution.

This factor also evaluates the effect of the work products or services within as well as outside the institution. Effect measures such things as whether the work output facilitates the work of others, provides timely services, or impacts wither programs or the social, physical, and/or economic well-being of people.

**LEVEL 1**

Work product or service facilitates the work of others with little impact beyond the timely provision of service to others within the same work unit. There is minimum responsibility for equipment or materials. There is little impact beyond own work product or services.

**LEVEL 2**

The work affects the accuracy, reliability, or acceptability of work of others.

**THROUGH**

Responsibility for the processing and safekeeping of confidential information or materials such as student or personnel records, invoices, or accounts.

**OR**

Responsibility for managing a project or minor service with the school district.

**OR**

Responsibility for the maintenance of school property such as equipment, furniture, or food supplies, or other school assets such as computer data or software.

**LEVEL 3**

Work product or service affects the design or operation of a system or program.

**THROUGH**

Responsibility for the social, physical, and/or economic well-being of others outside own work unit which involves timeliness and quality of services, but does not involve in-depth and long-term services such as individual assessment of needs and development of a program.

**OR**

Responsibility for managing a small function, program, or service, or a portion of a larger program within the school district.

**OR**

Responsibility for materials, equipment or financial resources that have a direct impact on a large body of individuals.

**LEVEL 4**

Work product or service affects a wide range of school district activities or the development of major aspects of school programs, such as the school curricula, admissions, or budget.

**THROUGH**

Responsibility for managing a function, program, or service within the school district.

**OR**

Responsibility for the social, physical, and/or economic well-being of individuals, including individual assessment of human needs, as in counseling or classroom teaching.

**LEVEL 5**

Work product or service affects the planning, development, and operation of major functions, programs, or services of the school district by developing new policies, programs, or scientific knowledge;

**THROUGH**

Responsibility for developing, directing, or managing major functions, programs, or services of the school district.

**OR**

Responsibility for directing or managing the general assets within the school district.

**OR**

Responsibility for the social, physical, and/or economic well-being of significant numbers of people through the development, execution, and/or administration of school programs such as a drug prevention program.

**3—COMPLEXITY**

Complexity is evaluated in terms of the kind of information and activities the job requires an employee to utilize and how much information is obtained.

**LEVEL 1**

The work consists of tasks that are clear cut and directly related; actions required are obvious and may be determined by routine observation.

**LEVEL 2**

The work consists of related procedures and information that is obtained by close examination or by referring to readily available sources. Choices involve recognizing apparent differences in situations, data, or factual information and learned or well-defined solutions to problems within clearly recognizable patterns.

### **LEVEL 3**

The work consists of varied activities within a technical or paraprofessional field. Information is obtained through investigation, or research and tests, which require initiative and judgment. Work involves analysis to decide what needs to be done and planning to organize the work; and it involves assessment of a variety of concrete or abstract matters or situations.

### **LEVEL 4**

The work consists of professional activities which are unusual or non-standard, and information must be developed through specialized methods of analysis, or unclear interrelationships among data or situations must be ascertained. [Alternatives require assessment and interpretation of abstract matters such as ideas, issues, concerns, and points of view, as well as factual matters].

### **LEVEL 5**

The work consists of a broad range of activities necessary to perform advanced work in a professional field or to manage a program.

Information must be obtained through intensive and multifaceted analysis; alternatives require careful assessment of abstract and factual matters to determine their probable effects.

Work involves new designs or major areas of uncertainty in approach, methodology, interpretation or evaluation resulting from such factors as continual change in program or technological requirements and unknown phenomena.

## **4—SUPERVISORY RESPONSIBILITY**

This factor evaluates the type of supervision exercised, the review and assignment of others' work, or the authority to select, hire, fire, promote, and discipline.

### **LEVEL 1**

No supervisory responsibility.

### **LEVEL 2**

Occasionally helps or instructs workers less senior, but has no official responsibility for their work product. May act as team leader but exercises no personnel authority.

### **LEVEL 3**

Acts officially as a lead worker who directs the work activities of others. May participate in personnel decisions, but is not the decision maker.

### **OR**

Supervises volunteers who perform the work of the unit.

### **LEVEL 4**

Assigns, directs, and evaluates the work of other employees in the same work unit. Effectively decides on a majority of the following personnel decisions: hiring, transfer, suspension, discipline, work direction and performance evaluation.

### **LEVEL 5**

Directs work of more than one unit; may review personnel decisions made by subordinate employees.

### **LEVEL 6**

Directs work of several units which comprise a department or agency; reviews and approves personnel decisions made by subordinate supervisors.

## **5— PERSONAL CONTACTS: NATURE**

This sub-factor refers to the requirement that the employee deals with others such as students, parents, organizations, or community groups within or outside the institution. Contacts may be by telephone, in correspondence, or face-to-face. Frequency of contacts is a consideration.

### **LEVEL 1**

Contacts are primarily internal, with employees in the immediate work area or in related units in the school district.

### **LEVEL 2**

Frequent contacts with employees in other departments, and teachers

### **LEVEL 3**

Frequent contacts with students, teachers and/or the general public including vendors, bidders and other outside agencies.

**LEVEL 4**

Frequent contact with individuals or groups who are uncooperative or committed to different objectives.

**LEVEL 5**

Relationships are primarily with high ranking officials, or special interest groups, and involve active participation in conferences, meetings, hearings, or presentations involving problems or issues of considerable consequence or importance.

## **5 — PERSONAL CONTACTS: PURPOSE**

This sub-factor evaluates the primary purpose of contacts such as providing information, care giving, consulting, or negotiations.

**LEVEL 1**

The primary purpose is to obtain, clarify, or give facts or information concerning routine matters;

**OR**

To provide a routine service such as transporting individuals or materials, or serving food.

**LEVEL 2**

The primary purpose, in addition to that at Level 1, is to facilitate work processes or resolve problems using methods such as interviewing, gathering information, evaluation facts and information, or interpreting procedures.

**OR**

To provide a service to others that involves assessment of needs such as administering first aid or supervising student behavior.

**LEVEL 3**

The primary purpose is to instruct and advise others to obtain desired actions, and/or to investigate issues to ensure compliance with rules and regulations.

**LEVEL 4**

The primary purpose is to counsel or persuade others to obtain desired results such as maintain school security and attendance.

**LEVEL 5**

The primary purpose is to justify, defend and negotiate as formal representative to the school district, or testify on its behalf.

## **6— COORDINATION, ORGANIZATION & FACILITATION**

This factor measures the extent to which the job requires the responsibility to coordinate, organize, and facilitate the work product within an institution. It is not a supervisory or managerial factor, but a factor that evaluates the skill and responsibility level of support staff functions.

**LEVEL 1**

Minimal responsibility for coordination, organization or facilitation of work product or service.

**LEVEL 2**

Responsibility for coordination, organization, facilitation, and prioritization of own work product only.

**LEVEL 3**

Moderate responsibility for coordination, organization and/or facilitation of own work product and that of others (peers, supervisors, not subordinates), e.g., maintaining larger filing systems, scheduling meetings, appointments for supervisor, prioritizing work for distribution to peers, or support work for two or more professionals.

**LEVEL 4**

Considerable responsibility for coordination, organization and/or facilitation of own work and that of others (peers, supervisors and their peers). Work product is dependent upon employee's ability to integrate and use information from several sources, e.g., in developing and maintaining filing system, prioritizing the work load of an office, arranging large meetings. There is the frequent responsibility to respond to multiple demands that compete for time.

## **7— WORKING CONDITIONS: PHYSICAL/SENSORY**

This sub-factor evaluates components of the job that require physical and sensory effort. Consideration is given to the intensity and duration of physical/sensory conditions.

### **LEVEL 1**

Ordinary physical effort involving some sitting, standing, walking, bending, reaching, bout of short duration. Includes carrying light items, some manual dexterity in the operation of office or shop equipment, and ordinary awareness of the surrounding environment.

### **LEVEL 2**

Recurring periods of physical activity requiring more than ordinary strength, stamina, or dexterity such as prolonged standing or sitting in a restricted position, continuous walking up or down stairs; repeated bending, crouching, stooping, stretching, or reaching; lifting and carrying 20lb. objects; pushing 40 lbs; the use of fingers, hands, or limbs on repetitive operation of mechanical office or shop machines, tools or heavy equipment.

### **OR**

Visual or auditory attention that is more acute and enduring than is required in most aspects of daily life, such as viewing VDT screens for prolonged period, or listening closely where fine auditory effort is required.

### **LEVEL 3**

Frequent period of physical activity more arduous than Level 2, such as repeated lifting of objects weighing around 20 lbs; lifting, carrying and pushing heavy loads of about 40 lbs; pushing about 60 lbs. or more; repeated pushing of 40 lbs.; prolonged and intensive use of fingers, hands, or limbs on repetitive operation of mechanical, office, or shop machines and tools.

### **OR**

Continuous visual or auditory attention such as viewing VDT screens for prolonged periods or listening closely where fine auditory effort is required. Level 3 activity is more acute and enduring than that of Level 2.

### **LEVEL 4**

Frequent and prolonged periods of extra physical effort that causes considerable fatigue, such as lifting and carrying around 60 lbs. or more; exceptional skill and/or speed requiring the use of fingers, hands, or limbs for prolonged periods.

## **7— WORKING CONDITIONS: ENVIRONMENTAL**

This sub-factor evaluates the extent to which the work standards require performance within distressing or disagreeable conditions that subject employees to hazards, or affect their well-being.

### **LEVEL 1**

The work environment involves normal, everyday discomforts typical of such places as offices and meeting rooms. It is adequately lighted, heated, ventilated and is usually safe and comfortable. Work content requires ordinary emotional response.

### **LEVEL 2**

The work involves some discomforts and unpleasantness such as moderate levels of noise, heat, cold, dust, grease; working in confined areas with restricted movement; frequent exposure to weather encountered in working outdoors; frequent exposure to traffic; or, working with uncooperative individuals.

### **LEVEL 3**

The work involves considerable discomfort or unpleasantness due to frequent exposure to noxious odors, extreme heat, cold, dirt, human and/or animal waste, or working with unhealthy individuals. These conditions may require certain precautions such as protective equipment or clothing.

### **LEVEL 4**

The work involves extreme discomfort, risk or unpleasantness despite the use of protective measures, such as work in very high or low temperatures, or heights; exposure to contagious diseases; or working with disturbed or dangerous individuals.