

STANDARDS FOR EVALUATION – PARA-EDUCATORS

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Standards	Meet Standards	Needs Improvement	Does Not Meet Standards
PERSONAL QUALITIES				
a. Accepts Responsibility	Demonstrates initiative in carrying out the responsibilities of the position. Fully understands and accepts role.	Willingly accepts responsibilities of the position. Seldom questions role.	Reluctantly accepts responsibilities of the position. May sometimes question role.	Refuses to accept responsibilities of the position. Refuses to accept role.
b. Demonstrates interest in work	Highly motivated to succeed in position. Understands the importance of position to the mission of the organization.	Demonstrates interest in work. Desires to understand all aspects of the position. Willingly completes all required tasks.	Demonstrates some interest in work. May not demonstrate same interest in all aspects of the position. May not willingly complete all required tasks.	Does not demonstrate an interest in work. Requires on-going direction in completing the tasks of the position. Does not willingly complete all required tasks.
c. Dresses appropriate to job assignment	Dresses in a more professional manner than appropriate for the job assignment.	Consistently dresses in a manner appropriate to job assignment.	Inconsistently dresses in a manner appropriate to job assignment.	Does not dress in a manner appropriate to job assignment.
d. Complies with policies, rules, and regulations	Provides leadership in the development and implementation of SCSOS policies, rules, and regulations.	Fully complies with SCSOS policies, rules, and regulations. Requires little or no direction from supervisor.	Inconsistently complies with SCSOS policies, rules, and regulations. Occasionally requires direction from supervisor.	Does not comply with SCSOS policies, rules, and regulations. Refuses to follow direction from supervisor.
e. Observes confidentiality	Extremely trustworthy of maintaining any and all confidential information.	Maintains confidentiality required for assigned position.	Inconsistently maintains confidentiality required for assigned position.	Does not maintain confidentiality required for assigned position.
f. Observes regular attendance	Never exceeds allotted days.	Seldom uses more than annual leave.	Occasionally uses more than annual leave.	Frequently uses more than annual leave.
g. Observes appropriate punctuality	Always punctual in daily arrival at work.	Consistently punctual in daily arrival at work.	Is not consistently punctual in daily arrival at work.	Is excessively late in daily arrival at work.
h. Observes limits of designated breaks and lunch periods	Extremely conscientious in observing the limits of designated breaks and lunch periods. Uses good judgment in following scheduling breaks.	Consistently observes the limits of designated breaks and lunch periods.	Intermittently observes the limits of designated breaks and lunch periods. Occasionally exceeds time allowed.	Consistently exceeds the time allowed for designated breaks and lunch periods. Fails to use good judgment in following breaks.

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Standards	Meet Standards	Needs Improvement	Does Not Meet Standards
PERSONAL QUALITIES (continued)				
i. Observes safety standards	Provides leadership and positive role model in following established safety practices and procedures.	Consistently follows established health and safety practices and procedures.	Inconsistently follows established health and safety practices and procedures. Has placed self and/or others at risk.	Consistently fails to follow established safety practices and procedures. Has caused harm to self and/or others.
j. Provides support and assistance to others and demonstrates a willingness to work beyond scheduled work hours when necessary	Voluntarily provides support and assistance as needed without request from supervisor and works beyond scheduled work hours when necessary.	Consistently provides support and assistance as required and demonstrates a willingness to work beyond scheduled work hours when necessary.	Inconsistently provides support and assistance. Occasionally reluctant to work beyond scheduled work hours when needed.	Consistently fails to provide support and assistance as needed. Consistently fails to work beyond scheduled work hours as necessary.
k. Demonstrates fair and impartial treatment of students and classroom stakeholders	Clearly upholds classroom expectations for instruction, discipline, and interaction with students and classroom stakeholders “a person, group or organization that has interest or concern in the organization”, without judgment.	Consistently demonstrates fair and impartial treatment of students and classroom stakeholders.	Inconsistently demonstrates fair and impartial treatment of students and classroom stakeholders.	Consistently fails to demonstrate fair and impartial treatment of students and classroom stakeholders.
l. Demonstrates a positive role model to students and classroom stakeholders	Diligently presents self in a manner that clearly models and takes action to encourage appropriate social interactions.	Consistently demonstrates a positive role model to students and classroom stakeholders.	Inconsistently demonstrates a positive role model to students and classroom stakeholders.	Consistently fails to demonstrate a positive role model to students and classroom stakeholders.
JOB PERFORMANCE				
a. Displays sensitivity to student dignity	Always conscious about how his/her actions impacts student’s sense of self worth.	Consistently displays sensitivity to student dignity.	Inconsistently displays sensitivity to student dignity.	Consistently fails to display sensitivity to student dignity.
b. Implements positive behavior management strategies with students	Demonstrates leadership in implementing positive behavior management strategies with students while keeping the needs of the entire class in mind.	Consistently implements positive behavior management strategies with students.	Inconsistently implements positive behavior management strategies with students.	Consistently fails to implement positive behavior management strategies with students.

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Standards	Meet Standards	Needs Improvement	Does Not Meet Standards
JOB PERFORMANCE (continued)				
c. Works to support student learning and educational plan	Takes initiative to understand the classroom learning objectives and individual student learning plans.	Willingly works to support student learning and educational plan. Seeks guidance and direction as needed.	Reluctantly works to support student learning and educational plan. Carries out responsibilities but voices disagreement.	Fails to support student learning and educational plan. Refuses to listen to and carry out instruction from supervisor.
d. Facilitates individual or small group instruction	Takes initiative to facilitate teacher planned individual or small group instruction without direction from the teacher.	Willingly facilitates individual or small group instruction. Requires very little direction from the teacher.	Reluctantly facilitates individual or small group instruction. Requires direction from the teacher.	Fails to facilitate individual or small group instruction. Ignores direction from the teacher.
e. Recognizes the need for supervisory assistance and accepts guidance and direction	Initiates communication with supervisor, seeking guidance and direction as appropriate.	Maintains communication with supervisor and seeks guidance and direction as needed. Willing to follow direction from supervisor	Reluctantly accepts guidance and direction from supervisor. Carries out responsibilities but voices disagreement. Occasionally reluctant to follow direction from supervisor.	Fails to accept guidance and direction from supervisor. Consistently refuses to listen to and carry out suggestions from supervisor. Refuses to follow direction from supervisor.
f. Makes independent decisions and accepts responsibility for own decisions	Has the complete confidence of supervisor to make independent decisions on all matters within job description without further direction.	Consistently makes independent decisions and accepts responsibility for own decisions. Requires assistance only in unusual situations.	Intermittently requires direction and assistance from supervisor in making decisions on matters within job description.	Consistently fails to make sound decisions, even with direction and assistance from supervisor. Fails to accept responsibility for own decisions.
g. Displays strong knowledge of role and responsibilities	Extremely knowledgeable in the functions of the job. Demonstrates expertise in all aspects of the job.	Has adequate knowledge of the job to perform the essential functions.	Lacks knowledge in certain aspects of the job. Needs further training and/or experience.	Does not have adequate knowledge of the position to perform the essential functions.
h. Performs clerical and/or data collection duties with consistent adherence to appropriate procedure and accurate.	Produces error-free work. Completes tasks on or before established deadlines.	Consistently produces work with a high degree of accuracy. Errors are seldom committed.	Inconsistently produces work with a high degree of accuracy. Work is occasionally submitted with errors and requires correction.	Frequently produces work with errors. Work consistently requires review and correction by supervisor for final approval.
i. Completes assigned work	Completes assignments without need for direction. Plans and arranges work, independently.	Completes assignments and carries out responsibilities with minimum amount of supervision or further explanation.	Consistently needs direction and explanation in order to carry out responsibilities.	Consistently fails to carry out responsibilities, even with direction and explanation from supervisor.

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Standards	Meet Standards	Needs Improvement	Does Not Meet Standards
JOB PERFORMANCE (continued)				
j. Manages time effectively	Works independently to prioritize, schedule, and organize work so that deadlines are met.	Consistently schedules and organizes work as to priority so that deadlines are met. Requires little or no guidance.	Inconsistently schedules and organizes work as to priority. Sometimes deadlines are not met. Needs guidance in determining priorities.	Consistently fails to meet scheduled deadlines. Lacks skills necessary to schedule and organize work efficiently and effectively.
k. Works without immediate supervision	Performs assignments efficiently and effectively without direction or assistance. Demonstrates exemplary organization skills.	Consistently performs assignments efficiently and effectively. Seldom requires guidance and/or direction from supervisor.	Does not consistently perform assignments efficiently and effectively. Required direction and assistance from supervisor.	Consistently fails to perform assignments efficiently and effectively.
l. Demonstrates ability to enhance the efficiency and effectiveness in area of responsibility	Provides leadership in finding ways to enhance the efficiency and effectiveness in area of responsibility.	Consistently demonstrates ability to enhance efficiency and effectiveness in area of responsibility.	Intermittently demonstrates ability to enhance efficiency and effectiveness. May sometimes require assistance from supervisor.	Fails to demonstrate ability to enhance efficiency and effectiveness in area of responsibility.
m. Exercises good judgment	Takes initiative to research facts. Extremely consistent in making sound decisions based on understanding of facts.	Makes consistently sound decisions based on understanding of facts.	Requires some direction and guidance in making decisions based on facts.	Does not use good judgment even with some direction from supervisor.
n. Exhibits skill at recognizing unique or emergency situations and demonstrates ability to determine proper course of action	Demonstrates leadership in recognizing and responding to unique and emergency situations.	Consistently recognizes and responds appropriately to unique or emergency situations.	Not consistent in recognizing and responding appropriately to unique or emergency situations.	Does not respond appropriately to unique or emergency situations.
o. Demonstrates knowledge and proper care/use of equipment	Alerts appropriate personnel when equipment needs maintenance. Instructs others in proper use and care of equipment.	Consistently takes proper care of and makes proper use of equipment. Maintains equipment in good condition.	Occasionally fails to take proper care or make proper use of equipment.	Does not take proper care or make proper use of equipment. Equipment has been damaged under employee's supervision.
p. Demonstrates initiative	Requires little or no direction in completing required tasks. Seeks out and offers to assist others.	Performs required tasks as directed with minimal amount of direction and instruction.	Intermittently requires direction and/or explanation to accomplish required tasks.	Does not show initiative in completing tasks. Requires constant direction from supervisor to accomplish tasks.

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Standards	Meet Standards	Needs Improvement	Does Not Meet Standards
JOB PERFORMANCE (continued)				
q. Exhibits adaptability / flexibility	Seeks out new ideas and procedures. Makes suggestions that demonstrate creativity and innovation.	Willingly accepts new ideas and procedures. Shows appreciation for new ideas and procedures.	Reluctant to accept new ideas and procedures. May require direction from supervisor in implementing changes.	Refuses to accept new ideas and procedures. Consistently reluctant to change the manner of doing things.
r. Endeavors to improve work techniques	Highly motivated to improve work techniques. Offers leadership and insight in performance of duties of the position.	Endeavors to improve work techniques and consistently shows initiative to improve.	Inconsistently endeavors to improve work techniques. Occasionally shows initiative to improve.	Refuses to endeavor to improve work techniques. Fails to show initiative to improve.
s. Accepts new ideas and procedures	Offers suggestions for effective changes in the various aspects of the job to enhance outcomes.	Willingly accepts/adapts to changes in procedures and/or various aspects of the job.	Reluctant to accept/adapt to changes in procedures and/or various aspects of the job. Occasionally complains about change.	Fails to change/adapt to changes in procedures and or various aspects of the job. Refuses to make changes as directed.
t. Devises effective solutions to problems	Demonstrates a high level of problem solving ability. Extremely adept at resolving problems inherent to the position.	Consistently able to devise effective solutions to problems inherent to the position. Seldom requires guidance and assistance.	Does not consistently devise effective solutions to problems. Needs guidance and assistance with some problems.	Unable to devise effective solutions to problems inherent to the position, even with guidance from supervisor.
u. Collaboratively endeavors to organize and maintain work area and/or classroom for maximum efficiency	Highly organized and efficient in performance of duties. Continuously strives to increase level of efficiency.	Consistently organizes and maintains work area/classroom for maximum efficiency.	Inconsistently organizes and maintains work area/classroom for maximum efficiency. Occasionally needs assistance and/or direction in organizing work area/classroom.	Consistently fails to organize and maintain work area/classroom for maximum efficiency. Fails to perform essential functions due to lack of organization.
v. Participates in agency and/or specialized training to increase skills and knowledge	Takes initiative for professional growth and development by seeking out and volunteering for training beyond that required for position.	Willingly participates in agency and/or specialized training to increase skills and knowledge as required.	Intermittently participates in agency and/or other specialized training to increase skills and knowledge.	Consistently fails to attend agency and/or specialized training to increase skills and knowledge. Demonstrates no interest in professional growth.

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Standards	Meet Standards	Needs Improvement	Does Not Meet Standards
WORK MANAGEMENT AND RELATIONSHIPS				
a. Communicates in a professional and effective manner with multi-level contacts; selects appropriate mode of communication for each situation	Exceptional ability to communicate with others in various levels of authority. Extremely effective in selecting appropriate mode of communication.	Communication is adequate and appropriate for this position. Demonstrates skill in using appropriate modes of communication. Seldom requires assistance from supervisor.	Occasionally demonstrates difficulty in communicating in a professional and/or effective manner. May need assistance in communicating with multi-level contacts.	Fails to communicate in a professional and effective manner.
b. Communicates effectively in both written and oral modes with multi-level contacts	Extremely articulate. Excellent command of language both in written and oral expression. Able to select method of communication.	Communicates effectively in both written and oral modes with multi-level contacts.	Difficulty communicating either orally or in writing. May need assistance.	Lacks communication skills required for position. Requires assistance.
c. Works effectively with other employees	Demonstrates exceptional Interpersonal skills.	Consistently demonstrates good interpersonal skills.	Inconsistently demonstrates good interpersonal skills. Results are sometimes ineffective.	Does not demonstrate good interpersonal skills. Resulting in impaired relationships.
d. Demonstrates behavior that supports team effort to achieve professional, classroom and organizational goals	Provides leadership in their effort to meet the goals and objectives of the classroom and organizational goals.	Consistently demonstrates behavior to support the team effort in achieving the classroom and organizational goals.	Inconsistently demonstrates behavior to support the team effort in achieving the classroom and organizational goals. Requires some direction from supervisor.	Seldom or never demonstrates behavior to support the team effort in achieving the classroom and organizational goals.
e. Demonstrates cooperative behavior with co-workers	Extremely cooperative with co-workers. Demonstrates initiative in fostering cooperative working relationships with all SCSOS Staff.	Consistently cooperates with co-workers at all levels.	Inconsistently cooperates with co-workers at all levels. May demonstrate some reluctance to cooperate with some employees.	Fails to cooperate with co-workers at all levels. Does not meet the standards for this position.
f. Provides courteous and tactful service	Promotes and fosters courtesy and tact within working environment. Consistently treats co-workers, clients, and the general public in a courteous, helpful and professional manner.	Consistently treats co-workers, clients, and the general public in a courteous, helpful and professional manner.	Inconsistently treats co-workers, clients, and the general public in a courteous, helpful and professional manner. May sometimes require counseling by supervisor.	Consistently fails to treat co-workers, clients, and the general public in a courteous, helpful and professional manner. Counseling by supervisor has not been effective.

CRITERIA	PERFORMANCE LEVELS			
	Exceeds Standards	Meet Standards	Needs Improvement	Does Not Meet Standards
WORK MANAGEMENT AND RELATIONSHIPS (continued)				
g. Responds to others in a timely manner	Extremely prompt in responding to others. Responses are provided ahead of schedule w/out direction from supervisor.	Consistently responds to others in a timely manner. Requires little or no direction from supervisor.	Inconsistently responds to others in a timely manner. May occasionally require direction from supervisor.	Consistently fails to respond to others in a timely manner.
h. Accepts constructive feedback and implements suggestions	Encourages constructive feedback and implements suggestions. Consistently strives to improve performance.	Willingly accepts and implements constructive feedback and implements suggestions.	Reluctantly accepts and implements constructive feedback and suggestions. May voice objection to such from supervisor, however, implements suggestions.	Refuses to accept and implement constructive feedback and suggestions. Takes issue with supervisor and does not make constructive use of suggestions.
i. Demonstrates positive interaction and problem solving focused on students and program needs	Initiates positive interaction and problem solving focused on students and program needs. Fosters a culture free from negative personal interactions.	Consistently demonstrates positive interaction and problem solving focused on students and program needs.	Inconsistently demonstrates positive interaction and problem solving focused on students and program needs.	Fails to demonstrate positive interaction and problem solving focused on students and program needs.

Adopted by the County Superintendent of Schools: August 20, 2013

Adopted by CSEA, Chapter 634: August 20, 2013

PARA-EDUCATOR PERFORMANCE EVALUATION

Employee Name:	
Position:	
Worksite:	Program:
Supervisor:	

EMPLOYEE STATUS	<p>Probationary: <input type="checkbox"/> 5th Month Evaluation</p> <p>Permanent: <input type="checkbox"/> Biennial Evaluation <input type="checkbox"/> Other: _____</p>
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PERFORMANCE RATINGS	<ul style="list-style-type: none"> • Exceeds Standards: Performance is above and beyond expectations. • Meets Standards: Performance meets standards of job assignment. • Needs Improvement: Performance must improve to meet standards. • Does Not Meet Standards: Performance fails to meet standards for continued employment.
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PERSONAL QUALITIES	Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards
a. Accepts responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dresses appropriate to job assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Complies with policies, rules, and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Observes confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Observes regular attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Observes appropriate punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Observes limits of designated breaks and lunch periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Observes safety standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Provides support and assistance to others and demonstrates a willingness to work beyond scheduled work hours when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Demonstrates fair and impartial treatment of students and classroom stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Demonstrates a positive role model to students and classroom stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths or Deficiencies:

Recommendation(s) for Improvement:

Para-Educator Performance Evaluation

JOB PERFORMANCE	Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards
a. Displays sensitivity to student dignity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Implements positive behavior management strategies with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works to support student learning and educational plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Facilitates individual or small group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Recognizes the need for supervisory assistance and accepts guidance and direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Makes independent decisions and accepts responsibility for own decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Displays strong knowledge of role and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Performs clerical and/or data collection duties with consistent fidelity and accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Completes assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Manages time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Works without immediate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Demonstrates ability to enhance the efficiency and effectiveness in area of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Exercises good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Exhibits skill at recognizing unique or emergency situations and demonstrates ability to determine proper course of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Demonstrates knowledge and proper care/use of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Demonstrates initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Exhibits adaptability / flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Endeavors to improve work techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Accepts new ideas and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Devises effective solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Collaboratively endeavors to organize and maintain work area and/or classroom for maximum efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Participates in agency and/or specialized training to increase skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths or Deficiencies:				
Recommendation(s) for Improvement:				

WORK MANAGEMENT AND RELATIONSHIPS	Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards
a. Communicates in a professional and effective manner with multi-level contacts; selects appropriate mode of communication for each situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates effectively in both written and oral modes with multi-level contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works effectively with other employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates behavior that supports team effort to achieve professional, classroom and organizational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrates cooperative behavior with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provides courteous and tactful service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Responds to others in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Accepts constructive feedback and implements suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Demonstrates positive interaction and problem solving focused on students and program needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths or Deficiencies:				
Recommendation(s) for Improvement:				

I understand my signature does not necessarily mean I am in agreement with the above statements, only that I have read and understand them. I also understand that this evaluation will be placed in my personnel file and that I may respond with written comments to be attached to this evaluation in my personnel file.

Employee's Signature:	Date:
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SUPERVISOR'S RECOMMENDATION:

- Probationary Period **Not Yet Completed**
- Probationary Period **Successful**, recommend for Permanent Employment
- Request Probationary Period be ***Extended** to Maximum (12 months)
- Probationary Period ***Unsuccessful**, do not recommend for Permanent Employment
- Permanent Employee

***Supervisor Reminder: Supervisor must schedule a meeting with the Human Resources Director if checked either "Extended" or "Unsuccessful"**

Supervisor's Signature:	Date:
Department Head Signature:	Date:
Human Resources Signature:	Date:

GOALS AND OBJECTIVES
(Attach additional page(s) if necessary)

PERSONAL QUALITIES	
Goal:	Objective:
Goal:	Objective:

JOB PERFORMANCE	
Goal:	Objective:
Goal:	Objective:

WORK MANAGEMENT AND RELATIONSHIPS	
Goal:	Objective:
Goal:	Objective: