

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> |
|------------------------|---|

| | |
|----------------------------|---|
| 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. |
|----------------------------|---|

| 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: |
|------------------------------|--------------|

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: |