



The ABLE Staff Evaluation Guide includes suggestions for designing, adopting, and implementing a staff evaluation policy. The samples and models provided are for information only. No ABLE program is required to use them.

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Focusing on Staff Evaluation

Table of Contents

Introduction to Staff Evaluation	1
Establishing a Local ABLE Program Staff Evaluation Policy	2
Special Considerations within the Staff Evaluation Process	8
Tips for Designing Staff Evaluation Instruments	10
Methods and Sources for Collecting Staff Performance Data	29
Connecting Staff Evaluation and Professional Development	34
Resources	36

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The ABLE Evaluation Design Project wishes to thank everyone who assisted us in creating the Staff Evaluation Guidelines. Help came from the Evaluation Design Project Advisory Committee, a Staff Evaluation task force comprised of local ABLE program personnel, and other ABLE staff who provided samples of evaluation tools. This collaborative approach ensures that the Guidelines can be used in many different ways by all ABLE programs as they implement plans for continuous improvement and capacity building.

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An Introduction to Staff Evaluation

Just as student performance is monitored, staff performance is also reviewed. Program Planning, Indicator 3 of the Indicators of Program Quality, states: “*All ABLE paid staff will be formally evaluated, in writing, on a yearly basis.*” The evaluation should be designed to serve the following purposes:

- Enhance job performance
- Encourage professional growth
- Improve program quality and meet the core indicators of performance

Staff who focus on consistently improving their performance set the stage for advancement and accomplishment. The evaluation results then become a tool for rewarding, encouraging, and planning for the continued effective and efficient performance of individual staff members and the ABLE program.

Many programs already have a process in place that collects useful information. However, for those programs who are relatively new to providing ABLE services or those wanting to make changes, samples and models are provided. *No program is required to use these samples and models. They are presented for information only.* Many of the suggestions come from Ohio ABLE program staff. Each program is encouraged to design its own staff evaluation process so that its uniqueness and diversity are reflected. The materials included are to assist in the process.

Establishing a Local ABLE Program Staff Evaluation Policy Common Elements

Each ABLE program should establish a staff evaluation policy that includes guidelines for conducting annual evaluations. ODE ABLE requirements state that a written evaluation must be performed annually. A formal policy at the program level needs additional guidelines to make staff evaluation a successful component of program practice. Program specific considerations can be added to the framework to help create an evaluation system that will be beneficial to the employee and the ABLE program. Some common elements are listed below.

- ‘ The purpose of the evaluation
- ‘ An explanation of what will be used to judge performance (*the ABLE job description would be a good basis for deciding what to use to determine performance*)
- ‘ A listing of the participants in the evaluation and their roles
- ‘ A description of how the evaluation will be conducted
- ‘ A time line for conducting the evaluation
- ‘ The instrument/s that will be used to record the evaluation (if a variety of options are offered, a brief explanation of the best uses for each should be included)
- ‘ The methods for collecting employee input throughout the three stages of the evaluation process
- ‘ Any methods for collecting input from sources other than the employee, such as students, peers, and other stakeholders
- ‘ An outline of follow-up actions, including administrative support and professional development
- ‘ A plan for storing records
- ‘ A plan for communicating the policy to all participants
 - < employees (place in staff handbooks, present at staff meetings)
 - < administrators (review in directors’ meetings, consult administrator’s manual)
 - < school boards (programs should present their ABLE policy for approval)
- ‘ A plan for periodic review and revision of the evaluation policy by all staff

The ABLE Evaluator

Each program must identify the participants needed to carry out an effective and efficient process. The evaluation policy may call for feedback from many sources. To ensure that the staff evaluation process is successful, the evaluators and their responsibilities should be defined. A brief description of possible participants and their input is provided.

ABLE Administrators:

- ‘ Ensure that job descriptions are current and comprehensive.
- ‘ Share the ABLE staff evaluation policy with appropriate local partner, supervisory, and advisory boards.
- ‘ Conduct annual evaluations using policy guidelines, as required.

ABLE Students:

- ‘ Provide feedback (survey, questionnaire, interview) regarding ABLE staff performance as requested.

ABLE Partners:

- ‘ Provide feedback (survey, questionnaire, interview) regarding ABLE staff performance as requested

ABLE Staff:

- ‘ Complete a self-evaluation or self-reflection instrument prior to the formal observation.

ABLE Peers:

- ‘ Participate in the evaluation process by reviewing evaluation data, observing peer performance, interviewing peers, compiling results and mentoring.

The Role of the ABLE Administrator

Staff evaluation contributes to the ABLE program's ability to ensure that quality educational practices are continued and improved. Each program has the task of creating its own evaluation policy. The ODE ABLE guidelines indicate who is to be evaluated, how frequently the evaluation should occur, and how the results should be reported.

The role of the administrator is to guide the development and implementation of the policy. One of the critical decisions is choosing the evaluator. It is important to select a person who has credibility with the employees. Administrators are also responsible for deciding on the methods and instruments to use, the process, and the follow-up. Professional development may be needed to develop or improve the skills required by these responsibilities.

Perhaps a less obvious (but extremely important) responsibility of the administrator in the staff evaluation process is that of being a role model. ABLE administrators must value the staff evaluation process as a tool for guiding the delivery of program services and confidently communicate that impression. Administrators who believe that evaluation is a cooperative venture benefitting students, staff, and programs, will have many responses to the following question:

“How will staff evaluation make a difference to the ABLE program?”

- ‘ Evaluation focuses attention on each individual's responsibility and contribution to the program's goal of achieving the core indicators of performance.
- ‘ Services to students can be improved by identifying job performance areas that are strong and those that need improvement
- ‘ Staffing decisions and professional development plans that will enhance job performance can be based on evaluation results.
- ‘ Evaluation results can provide confirmation to those employees doing good work and serve as an incentive to continue.
- ‘ Decisions about expanded program offerings may be based on evaluation results.
- ‘ Individuals wishing to serve as mentors or to have a mentor may be identified in the evaluation process.
- ‘ Conducting staff evaluation fulfills one of ODE's requirements for a quality program.

Implementing the Staff Evaluation Process

Once the policy has been established and communicated to all administrators and employees, implementation should begin. The evaluation activities can be divided into three stages, with each playing an integral role in the overall effectiveness of the process.

- Stage 1: **Pre-Evaluation:** Activities that the administrator, the evaluators, and evaluatee engage in prior to the formal evaluation.
- Stage 2: **Evaluation:** Activities that comprise the formal evaluation as conducted by the evaluator/s such as observing, collecting data, interviewing, and planning.
- Stage 3: **Follow-up:** Periodic discussions or checks on employee progress during the program year.

The primary participants in an evaluation are the employee and the evaluator. However, there may be multiple evaluators and data sources at any stage of the evaluation process. Each program must decide who will be involved in the evaluation procedure and what their participation will be.

The following **Staff Evaluation Planning Checklist** is a sample method for tracking the involvement of all potential participants and for documenting the timing in all stages of the evaluation process. There are three categories on the checklist:

- Action:** The statements, divided according to stages, describe actions that are consistent with recommended evaluation policy. An “other: added by program” line has been included for programs to include needs/actions of their own.
- Participants:** The blanks are to be completed with the name/s of the persons involved in the activities. Programs using a multiple data source evaluation process will need to record all involved. Possible responses include: *Employee, Administrator, Evaluator, Peers, Students, Representatives from Partnering Agencies*
- Completion Date:** ABLE directors suggested that the evaluation process should be efficient with 3 months being the maximum amount of time allowed to complete stages 1 and 2. The periodic follow-up is on going throughout the program year. Entering the completion date for each activity on the checklist will help the process remain on target.

Staff Evaluation Planning Checklist (*SAMPLE*)

Directions: Complete the table for each action. Use a checkmark(T) for each participant involved in the action and then enter the date the activity has been completed.

Actions and Stages for Evaluation Process	Employee	Administrator	Evaluator	Peer	Student	Partner Agency	Other	DATE
Pre - Evaluation Activities - Stage 1								
Select evaluator								
Review previous year's evaluation results								
Review and finalize job description								
Complete self-evaluation								
Complete teaching portfolio								
Select peer review team								
Notify employee of annual staff evaluation								
Schedule evaluation/observation time								
OTHER: added by program								
Evaluation Activities - Stage 2								
Observation of job performance								
Provide data as requested								

ABLE Staff Evaluation Guide

Actions and Stages for Evaluation Process	Employee	Administrator	Evaluator	Peer	Student	Partner Agency	Other	DATE
On the job interview								
Create a professional development plan								
Compile evaluation report from all evaluative data								
Conduct interview to present results to employee								
Sign forms								
Disseminate copies of evaluation final report								
OTHER: added by program								
Evaluation Follow-Up Activities - Stage 3								
Finalize goals and performance plans								
Discuss progress toward goals								
Monitor impact of professional development on job performance.								
Negotiate changes in performance plan								
Serve as a mentor								
Participate in follow-up activities								
OTHER: added by program								

Special Considerations within the Staff Evaluation Process

In designing an evaluation policy, special consideration should be given to the legal status of the employee and the employer within the evaluation process. Evaluation policies must adhere to federal and state employment laws. Please check with local human resources department representatives, school district personnel, union representatives, or other qualified sources to ensure that the evaluation process protects the rights of the employee and the employer. The questions and answers provided in this section are a sampling of issues that should be addressed clearly in evaluation policy guidelines.

1. Who has access to a personnel file?

The individuals having access to a personnel file at the place of employment will vary depending on the organization of the company. In ABLE programs, the director and/or coordinator and consultants may have direct access to the evaluation information. However, under Ohio's Public Records Section 149.43 Revised Code, any public employee's personnel file is considered a public record and is open to the public. The items excluded from public view include:

- \$ Medical records
- \$ Trial preparation information
- \$ Social security numbers

As public employees, ABLE employees should be made aware of the open access of personnel records under Ohio law.

2. What recourse should be built into the staff evaluation system to handle situations in which the employee disagrees with the results of the evaluation?

- Use a multiple source feedback system which includes peers, students, and staff generated data for evaluating performance.
- Establish a simple appeals procedure.
- Establish and communicate the appeals procedure to all personnel. Any training related to conducting or participating in the appeals procedure should be offered to administrative personnel.

3. What are some of the elements in an appeals procedure?

The procedures vary greatly but some common elements are:

- The time period within which an employee notifies the supervisor of the intent to appeal and a time period for supervisory response.
- A time limit for the entire appeals process.
- A written documentation of the findings/results to be contested.
- A written explanation or rebuttal of the disputed findings provided by the employee.
- A clear statement of who or what administrative level can deal with the appeal.

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ABLE Staff Evaluation Guide

4. What are some possible options for the employee?

- Preparing a written rebuttal and attaching it to the results asking for written response from the evaluator. This serves to document areas of concern but may not change the actual results.
- Holding a discussion with the evaluator and the immediate supervisor.
- Following the appeal rules regarding the next administrative level that may be brought into the procedure.
- Filing an appeal in which the evaluator must respond within a given amount of time and the information will be reviewed and acted upon by a third party.
- Asking for a mediated discussion involving the employee, the supervisor, and a trained mediator.
- Filing a grievance.

A final suggestion is to have the appeals policy reviewed by legal counsel to ensure that it adheres to workplace laws and statutes.

4. How long must staff evaluation results be retained?

The answer to this question will vary depending on the policy of your institution or local agency. If there is a range of time allowable, for example, three to five years, the Ohio Department of Education, ABLE office, suggests that records be kept for the maximum length of time.

5. Where should evaluation results be kept?

Both the employee and the employer will have a copy of the evaluation results. The employer copy should be placed in the employee's personnel file for easy access throughout the program year. Employees may do whatever they wish with their copy.

Tips for Designing Staff Evaluation Instruments

When creating a new evaluation form or revising an existing one, there are some elements that could be included in order to gather useful information and to provide appropriate documentation.

- Name of the ABLE program*
- Name of employee and evaluator*
- Relationship of evaluator to the employee such as supervisor, peer, or other*
- Social Security Number*
- Date that the evaluation is conducted *
- Hiring date*
- Job Title*
- Rating Period (*the program year in which the evaluation is performed*)*
- Standards (*written criteria used to describe levels of job performance*)
- Evaluator Feedback Section
- Employee Feedback Section
- Signatures Section (*the employee, the evaluator, and other administrators as required*)

Sections that may be helpful to include in the instrument:

- A performance plan that targets job improvement and professional growth
- Overall rating level of performance
- Statement of job responsibilities*

* indicates information that should appear at the beginning of the evaluation instrument or on the front cover of a summary report of the evaluation results.

Design Options

This information may appear on the cover of the evaluation instrument.

SAMPLE

ABLE Program Name:	Employee Name:
	Social Security Number:
Evaluator Name:	Relationship of Evaluator to Employee:
Job Title:	Date of Evaluation:
Hiring Date:	Rating Period: From: To:
Key Job Responsibilities:	

Some programs may choose to provide an overall rating.

SAMPLE:

OVERALL LEVEL OF PERFORMANCE <i>A summary rating</i> Check only one	
☐ Exceptional Performance	Consistently performs at a level where the accomplishments are unique and exceptional
☒ Exceeds Expectations	Consistently performs above expectations
☐ Meets Expectations	Consistently meets the requirements of the job
☐ Marginal Performance	Inconsistent in meeting the job requirements
☐ Unsatisfactory Performance	Consistently fails to meet the requirements of the job

An evaluation instrument should include a place for comments. *Sample Statement*

Employee Comments: *Use the following space to make comments regarding the evaluation results and/or the performance plan.*

SAMPLE

Completing the Formal Evaluation:

1. **Evaluator Signature:** This evaluation is based on the employee's performance during the current program year. This evaluation has been discussed with the employee.

Signature

Date

2. **Employee Signature:** Please check one of the following.

- ' I understand this evaluation and agree with it.
- ' I understand this evaluation.
- ' I understand this evaluation, but I disagree with a portion of it and will pursue the next steps available to me as explained in the program's evaluation policy.

Comments: _____

Signing this form verifies that the evaluation has been discussed with you and that you have received a copy. It does not mean that you agree with its contents.

Signature

Date

3. **Reviewed by:** To be completed by the Evaluator's supervisor (when the evaluator is the employee's immediate supervisor).

Signature

Date

4. Copies of this form will be submitted to:

5. Copies of this form will be placed in:

Sample Standards/Measures

Choosing the categories by which to judge performance is a serious task. The categories chosen should be representative of the job responsibilities. The following examples come from a variety of appraisal forms and in no way represent an “approved” list. Some of these examples may be combined if appropriate. There are many more examples and programs can choose those which best fit them. However, research does say that limiting the number of categories/standards used on an evaluation instrument to a range of three to five is good practice.

Communication
Efficiency of Work (Quality
of Work)
Effectiveness of Work
Initiative
Job Knowledge

Management Skills
Productivity (Quantity of Work)
Quality of Service
Work Attitudes

A word of caution: Be sure that the category or measure is directly related to job performance, is defensible, and measurable.

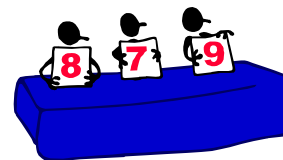
Choosing Descriptor Statements

Descriptor statements expand on the responsibilities and tasks of the job adding dimension to the chosen criteria. The evaluator can judge the employee’s performance based on these statements. The statements can also reinforce the employees’ understanding of the range of expectations for performing their jobs.

SAMPLES

- ‘ Participates in staff development.
- ‘ Performs assigned clerical duties.
- ‘ Follows program procedures in administering tests to students.
- ‘ Assists in the marketing of the ABLE program.

A word of caution: Be sure that the descriptor statement is directly related to job performance, is defensible, and measurable.



CHOOSING A RATING SYSTEM

One of the decisions that must be made when creating an evaluation instrument is how responses will be rated. The purpose of a rating scale is to provide the employee and employer with specific information about performance. When designing a rating scale, a description of behavior typical of each category is helpful. Beware of trying to use quick and easy terms like “Excellent” and “Above Average” as they may be misinterpreted without an explanation of how performance at the two levels is different. Without clear definitions, there may be more room for disagreement regarding the final results. Resulting instruments should use a combination of numerical and narrative descriptors. When assigning numbers, remember that people are more comfortable with high performance matching the high number in a range. It is common to see rating scales ranging from one to four, with four being the highest. People are accustomed to the higher number in the range being the highest level of achievement possible. The same pattern has been used in this guide.

Whichever rating scale is chosen, include the narrative description that explains the numerical choices on the evaluation instrument so that the evaluator and evaluatee have ready access when completing or discussing the form. The examples that follow were taken from a variety of job performance instruments.

Sample A

4 = significantly exceeds expectations

Performance is at the highest level. Employee consistently demonstrates exceptional accomplishments in all areas of responsibility. The ability to communicate and interact with others is exemplary.

3 = meets and often exceeds expectations

Performance is consistently strong with employee successfully meeting normal expectations in terms of quantity and quality of work produced. The employee fully meets high standards of performance.

2 = generally meets expectations

Performance is good in a number of areas. Growth and progress is needed to satisfactorily fulfill all areas of responsibility.

1 = does not meet expectations

Performance is below standards in the primary areas of responsibility. The quality and quantity of work accomplished is below minimum requirements for the job.

Sample: *Demonstrates mastery of content knowledge* ____4 ____3 ____2 ____1

ABLE Staff Evaluation Guide

Sample B

5 = Exceptional

Performance is consistently above the criteria for all areas of the job description. Efforts to increase the quality or quantity of contribution to workplace and peers is continuous.

4 = Commendable

Performance reflects consistent meeting of specific job requirements and satisfactory accomplishment in some areas. Work reflects strong knowledge of job responsibilities and duties.

3 = Competent

Performance meets and occasionally exceeds job standards. Work results are fully acceptable.

2 = Fair

Performance meets job standards, but rarely exceeds them. Technical knowledge of the job is demonstrated but understanding but there are concerns about how the tasks are performed.

1 = Poor

Performance does not meet job standards and is consistently below expectations. Immediate improvement is required.

Sample: *Demonstrates mastery of content knowledge.* _____5 _____4 _____3 _____2 _____1

Sample C

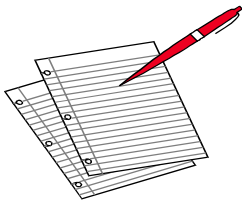
- | | |
|--------------------------------|---|
| 4 = Very Effective: | Performance and attitude are well above the expectations of the job and the job competencies. |
| 3 = Effective: | Performance consistently demonstrates reliability and a command of job competencies. |
| 2 = Somewhat Effective: | Performance often contributes to the workings of the program but needs improvement on basic job competencies. |
| 1 = Ineffective: | Performance is inconsistent and is deficient in terms of demonstrating job competencies. |

Sample: *Demonstrates mastery of content knowledge.*

Very Effective	Effective	Somewhat Effective	Ineffective
_____	_____	_____	_____

SAMPLE INSTRUMENTS

Two sample instruments are provided. Many of the categories and descriptors were suggested by a task force composed of ABLE support, instructional, and administrative staff. Following the suggestions given for designing an instrument will enable programs to create a quality evaluation form or to adapt an existing one. Additional help can be found in the Resources section of this guide where addresses for several websites with staff evaluation instruments are provided.



Suggestions for Designing an Evaluation Instrument

1. Determine the purpose of the instrument and how it will be used in the staff evaluation process.
2. Review ABLE job descriptions and program goals.
3. Choose categories or standards that describe job performance.
4. Create or choose statements that allow measurement of the tasks and responsibilities of the ABLE jobs.
5. Choose a rating system and a format.
6. Write clear directions for using the instrument.
7. Include appropriate employee identification information such as name, social security number, program name (See Design Tips).
8. Place a signature section at the end of the instrument (See Design Tips).

SAMPLE
Employee Evaluation- Instructional Staff

ABLE Program Name:

Employee Name:

Evaluator Name:

Social Security Number:

Relationship to Employee:

Date of Evaluation:

Rating Period:

Hiring Date:

From:

To:

Job Title:

Key Job Responsibilities:

Use the following ratings to evaluate performance in each area:

Significantly Exceeds Expectations:	Performance is at the highest level. Employee consistently demonstrates exceptional accomplishments in all areas of responsibility. The ability to communicate and interact with others is exemplary.
Meets and Often Exceeds Expectations:	Performance is consistently strong with employee successfully meeting and often exceeding normal expectations in terms of quantity and quality of work produced. The employee fully meets high standards of performance.
Generally Meets Expectations:	Performance is good in a number of areas. Growth and progress is needed to satisfactorily fulfill all areas of responsibility.
Does Not Meet Expectations:	Performance is below standards in the primary areas of responsibility. The quality and quantity of work accomplished is below minimum requirements for the job.

Job Performance (Outcome and/or Behavior)	Significantly Exceeds	Meets & Often Exceeds	Generally Meets	Does Not Meet
<i>Directions: Place a checkmark for each applicable statement in the appropriate rating column.</i>				
1. Job Knowledge				
‘ Employee maintains knowledge and skills for successfully completing job duties.				
‘ Employee applies appropriate methods in carrying out duties and responsibilities.				
‘ Employee takes initiative to broaden current job knowledge.				
• Program Specific Items Added Here				
Comments:				
2. Efficiency and Effectiveness of Work				
• Employee meets established goals and objectives.				
• Employee produces quality results in services delivered.				
• Employee organizes work to increase quantity of results.				
• Employee consistently accomplishes a fair workload.				
• Program Specific Items Added Here.				
Comments:				

Job Performance (Outcome and/or Behavior)	Significantly Exceeds	Meets & Often Exceeds	Generally Meets	Does Not Meet
<i>Directions: Place a checkmark for each applicable statement in the appropriate rating column.</i>				
3. Working Relationships and Communication				
• Employee maintains cooperative working relationships.				
• Employee interacts with students in a positive manner.				
• Employee interacts with public in a positive manner.				
• Employee promotes a positive image of the ABLE program.				
• Employee maintains confidentiality of program, staff, and student issues as required.				
• Program Specific Items to be added here.				
Comments:				
4. Initiative/Work Attitudes				
• Employee demonstrates initiative in taking charge of new assignments and task				
• Employee follows through independently on important details.				
• Employee demonstrates a willingness to perform unassigned tasks when needed.				
• Employee accepts change/innovation willingly.				
• Employee exercises sound judgment in decision-making.				
• Employee responds positively to constructive criticism.				
• Employee maintains appropriate attendance.				

Job Performance (Outcome and/or Behavior) <i>Directions: Place a checkmark for each applicable statement in the appropriate rating column.</i>	Significantly Exceeds	Meets & Often Exceeds	Generally Meets	Does Not Meet
Comments:				
5. Other: This area is provided for the evaluation of skills which do not fit into other categories but are responsibilities or tasks of the job and contribute to the overall functioning of the ABLE program.				
Comments:				

Completing the Formal Evaluation:

1. **Evaluator Signature:** This evaluation is based on the employee's performance during the current program year. This evaluation has been discussed with the employee.

Signature

Date

2. **Employee Signature:** Please check one of the following.

- ' I understand this evaluation and agree with it.
- ' I understand this evaluation.
- ' I understand this evaluation, but I disagree with a portion of it and will pursue the next steps available to me as explained in the program's evaluation policy.

Comments: _____

Signing this form verifies that the evaluation has been discussed with you and that you have received a copy. It does not mean that you agree with its contents.

Signature

Date

3. **Reviewed by:** To be completed by the Evaluator's supervisor.

Signature

Date

4. Copies of this form will be submitted to:

5. Copies of this form will be placed in:

SAMPLE

ABLE Program Evaluation Form: Support Staff

ABLE Program Name:

Employee Name:

Evaluator Name:

Social Security Number:

Relationship to Employee:

Date of Evaluation:

Rating Period:

Hiring Date:

From: To:

Job Title:

Key Job Responsibilities:

Use the following ratings to evaluate performance in each area:

Significantly Exceeds Expectations:

Performance is at the highest level. Employee consistently demonstrates exceptional accomplishments in all areas of responsibility. The ability to communicate and interact with others is exemplary.

Meets and often exceeds expectations

Performance is consistently strong with employee successfully meeting and often exceeding normal expectations in terms of quantity and quality of work produced. The employee fully meets high standards of performance.

Generally meets expectations

Performance is good in a number of areas. Growth and progress is needed to satisfactorily fulfill all areas of responsibility.

Does not meet expectations

Performance is below standards in the primary areas of responsibility. The quality and quantity of work accomplished is below minimum requirements for the job.

Employee Evaluation- Support Staff

1. Job Knowledge

The employee:

- Maintains knowledge and skills required for successfully carrying out job duties.
 - Applies appropriate methods in completing duties and responsibilities.
 - Takes initiative to broaden current job knowledge.
 - **Program Specific Items to be added here.**
-

Describe specific examples:

Mark one rating for **Job Knowledge**:

Significantly
Exceeds

Meets & Often
Exceeds

Generally
Meets

Does not
Meet

Goal Setting:

How will you and the employee continue to develop this competency throughout the program year?

Comments:

2. Efficiency and Effectiveness of Work

The employee:

- Meets established goals and objectives.
- Meets timelines.
- Produces quality results in services delivered.
- Organizes work and work area to increase quality and quantity of results.
- Consistently accepts and accomplishes a fair workload.
- **Program Specific Items to be added here.**

Describe specific examples:

Mark one rating for **Efficiency and Effectiveness of Work**

Significantly
Exceeds

Meets & Often
Exceeds

Generally
Meets

Does not
Meet

Goal Setting:

How will you and the employee continue to develop this competency throughout the program year?

Comments:

3. Working Relationships and Communication

The employee:

- Establishes and maintains cooperative working relationships.
- Interacts with students in a positive manner.
- Interacts with public in a positive manner.
- Promotes a positive image of the ABLE program.
- Maintains confidentiality of program, staff, and student issues as required.
- **Program Specific Items to be added here.**

Describe specific examples:

Mark one rating for **Working Relationships and Communication**:

Significantly
Exceeds

Meets & Often
Exceeds

Generally
Meets

Does not
Meet

Goal Setting:

How will you and the employee continue to develop this competency throughout the program year?

Comments:

4. Initiative/Work Attitudes

The employee:

- Demonstrates initiative in identifying and taking charge of new assignments and tasks.
 - Identifies and follows through independently on important details.
 - Demonstrates a willingness to perform unassigned tasks when needed.
 - Accepts change/innovation willingly.
 - Exercises sound judgment in decision-making.
 - Responds positively to constructive criticism.
 - Maintains appropriate attendance.
 - **Program Specific Items added here.**
-

Describe specific examples:

Mark one rating for **Initiative and Work Attitudes:**

Significantly
Exceeds

Meets & Often
Exceeds

Generally
Meets

Does not
Meet

Goal Setting:

How will you and the employee continue to develop this competency throughout the program year?

Comments:

5. **Other:** This area is provided for the evaluation of skills which do not fit into other categories but are responsibilities or tasks of the job and contribute to the overall functioning of the ABLE program.

Describe specific examples:

Mark one rating for **Other**:

Significantly
Exceeds

Meets & Often
Exceeds

Generally
Meets

Does not
Meet

Goal Setting: *How will you and the employee continue to develop this competency throughout the program year?*

Comments:

Completing the Formal Evaluation:

ABLE Staff Evaluation Guide

1. **Evaluator Signature:** This evaluation is based on the employee's performance during the current program year. This evaluation has been discussed with the employee.

Signature

Date

2. **Employee Signature:** Please check one of the following.

- ' I understand this evaluation and agree with it.
- ' I understand this evaluation.
- ' I understand this evaluation, but I disagree with a portion of it and will pursue the next steps available to me as explained in the program's evaluation policy.

Comments: _____

Signing this form verifies that the evaluation has been discussed with you and that you have received a copy. It does not mean that you agree with its contents.

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Date

3. **Reviewed by:** To be completed by the Evaluator's supervisor.

Signature

Date

4. Copies of this form will be submitted to:

Copies of this form will be placed in:

Methods and Sources for Collecting Staff Performance Data

The samples and models provided are for information only. No ABLE program is required to use them.

Observation is a method used frequently for judging job effectiveness and performance. This method offers the evaluator the opportunity to observe the employee in action and ensures that the employee is appraised in his/her normal working context. Evaluation policy should state how the observation will be conducted, how many observations will occur, and what is expected of both the evaluatee and the evaluator. The observer needs to act in a professional and non-threatening manner. The employee needs to be able to conduct business as usual while disregarding the potential impact of the observation. Both evaluatees and evaluators may benefit from professional development activities that present techniques for conducting and participating in observation.

The use of multiple data sources to judge job performance is a recent trend in personnel evaluation. Some ABLE programs are currently using student surveys, peer reviews, and teacher-created portfolios in conjunction with observation. Also, staff are encouraged to complete self-evaluations as part of the evaluation process. The additional data help provide a more complete picture of what job performance looks like in adult basic and literacy education programs. Professional development activities focusing on the construction of surveys, the role of peers in evaluation, and the use of teaching portfolios would be helpful in making program decisions about the adoption of multiple data sources.

A sample checklist that can be used when observation is a source for collecting information on job performance follows this page.

An Observation Checklist

To the evaluator: Place a checkmark before the activity as it is completed.

Before the Observation:

- ' Review the job description.
 - ' Review program data including employee's contributions to program effectiveness.
 - ' Review previous year's evaluation results including professional development plans.
 - ' Schedule an appointment for a formal on-site observation.
 - ' Choose the evaluation instrument.
 - ' *Assemble peer team and train for observation.**
 - ' *Collect completed teaching portfolio.**
 - ' Administrator and evaluators meet together to set time frame and activities to accomplish
for the scheduled visit time frame for observation.*
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During the Observation:

- ' Arrive at the appointed time.
 - ' Remain as unobtrusive as possible during the observation, particularly in an instructional setting.
 - ' Use a chosen instrument to guide the observations of the employee on the job or take notes
based on the chosen categories of job performance.
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After the Observation:

- ' Interview the evaluatee after the observation, if appropriate and feasible.
 - ' Briefly interview students, peers, and volunteers if appropriate.
Some observers may choose to supplement the formal evaluation with informal "drop-in" observations. If that is a favored practice, it should be part of the written policy along with the expectations of use for data collected in that manner.
 - ' *Review all data from multiple sources.*
 - ' *Peer teams meet together to compile results.**
 - ' ~~Compile observation data into a report.~~
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Multiple Data Sources - A Brief Description

Self-Evaluation

A self-evaluation instrument is a tool that allows the employee to reflect on past performances, job responsibilities, major accomplishments, and job-related goals. Taking time to reflect also encourages the identification of strengths and the acknowledgment of professional growth in challenging aspects of the job. Another useful outcome of this activity is the opportunity to recognize job tasks and responsibilities which continue to be a challenge.

A written self-evaluation form can be used to guide the evaluation process for the employee and the evaluator. In order to be efficient, the self-evaluation form should be constructed using the same categories that appear on the formal evaluation form. For example, if *Work Attitudes* is a category, then the form should ask the employee to review performance in that area. This would allow for thinking of job tasks, accomplishments, and challenges. Other open ended questions could be included, such as: job-related training needs; future goals and/or career plans. Sample questions or statements that an employee might find on a self-evaluation form are:

- *What are my positive attitudes in relation to performing my job?*
- *What are my work-related goals for the next program year?*
- *In what areas of my job do I need to improve?*
- *How can my ABLE director or coordinator help me increase my job performance?*
- *Describe some of the successful strategies you have used to meet the challenges associated with performing your job.*
- *What would you like to do professionally in the coming year that you have not done this year?*

The form should be completed in the Pre-Evaluation Stage and given to the evaluator to review before the formal evaluation begins.

Student Input

In K-12 school settings, it is not common practice to ask if students like the surroundings, the teacher, or if they are satisfied with the service. On the other hand, adult education programs routinely solicit response from their participants. Questions about satisfaction with the teacher, the materials, and the learning experience appear on surveys and questionnaires used in many ABLE programs. The programs use the answers to determine the services needed, to make changes in existing practice, and to identify professional development needs that will result in delivering quality educational services to

ABLE Staff Evaluation Guide

the community. Sample questions or statements may include:

- *Program personnel help me when I need support.*
‘ Yes ‘ No ‘ Sometimes
- *Program staff worked with me to create a learning plan that will help me meet my goals.*
- *The instructor uses many different teaching methods like one to one, small group, and large group.*
- *ABLE staff members treated me respectfully when I came for orientation.*
- *The instructor discusses my progress with me on a regular basis.*

Programs may want to include student representatives in the developmental phase of the student surveys or questionnaires. The survey results are provided to the evaluator.

Partner/Agency Input

ABLE programs frequently partner with community agencies to deliver services to their students. Students benefit from the collaborative efforts. Surveys and questionnaires about the job performance of any shared staff would be a way of gathering additional information for the evaluation process. Input could be gathered from students, peers, and administrators of the partnering agencies. To be effective, the surveys should be based on how the staff member interacts with each group. Sample statements may include:

- *The ABLE staff member keeps accurate documentation of referrals.*
- *The ABLE instructor contributes equally in the classroom with our instructor.*
- *The ABLE staff member exhibits a welcoming, positive attitude towards out clients.*
- *The ABLE staff members respond promptly to agency inquiries.*

The surveys should be given to the evaluator to be used in the overall decision making.

Peer Review

Teachers often say that they would prefer to be evaluated by “one of their own.” There is a fear that the evaluator may not know the complexity of a teacher’s role and will not see all of the evidence of preparation and good work. Peer review, whether done individually or in teams, has become an acceptable evaluation tool. Unexpected benefits include an open exchange of methods and resources among peers, networking opportunities between beginning and seasoned teachers, and teamed efforts to identify and assist at-risk teachers and classroom situations. Programs adopting peer review do so only after considering many elements such as these:

- *Purpose of the review*
- *The receptivity of the staff to peer review*

ABLE Staff Evaluation Guide

- *The kinds of information to be gathered*
- *The qualifications of the peer team members*
- *The organization of the team and the actions to be taken*
- *The training needed*
- *How results will be reported*
- *Barriers to success*

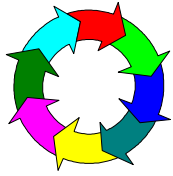
Setting up a peer review system requires planning, coordination, and training but the results will assist programs in maintaining quality personnel and procedures.

Teaching Portfolios:

Teaching portfolios contain evidence of an individual's teaching strengths and accomplishments. They are a means of documenting teaching responsibilities, methods for solving classroom problems, instructional successes, on the job learning, and professional growth. Some items included may be determined by the program, the school district, and the local professional development committee, but self-selection is an appealing feature. The teacher can make decisions about his/her work and how it can best be explained and displayed. Some of the items which may appear in a portfolio include:

- *Summary of roles and responsibilities*
- *Professional goals and objectives*
- *Feedback from students and peers*
- *Examples of various teaching methods, strategies, and teaching environments*
- *Products of teaching, such as lesson plans, projects, curriculum units*
- *Evidence of professional development*
- *Honors and recognition*

Developing a portfolio system requires effort and commitment but the results can be beneficial to the teacher, the administrator, and the whole program.



Connecting Staff Evaluation and Professional Development

Encouraging professional growth is one of the purposes of staff evaluation. Preparing for or engaging in the evaluation itself requires self reflection on the part of the employee. “What do I do well?” “What have I learned during the past year?” “What helpful advice or solutions have I been able to share with my colleagues?” “What challenges do I face?” “What do I need to know to do a better job?” Answers to these questions guide the employee and employer’s plans for the program.

Professional Development for the Staff Evaluation Process:

In preparation for conducting evaluation, the evaluator should be asking similar questions and reviewing his/her knowledge of the employee’s duties and performance. In addition, the evaluator must know how to conduct evaluations that:

- Are fair and equitable
- Satisfy funder requirements
- Satisfy partner agency requirements
- Are professional
- Can withstand legal scrutiny

ABLE directors providing input for the staff evaluation process suggested that both administrators and staff would benefit from professional development about staff evaluation. Some of their suggestions appear below.

Sample Professional Development Topics for Staff Evaluation	
Administrator/Evaluator	Employee/Evaluated
Writing Job Descriptions	Writing Job Descriptions
Conducting Personnel Evaluations	Personnel Evaluation-Rights and Responsibilities
The Art of Negotiation	Professional Development Planning
Building Rapport	Team Building
How to Conduct Interviews	Networking
Professional Development Planning	Goal Setting

Using Evaluation Results for Professional Development Planning:

The evaluation process will result in a plan for professional development for the employee. A sample planning process is described below. ABLE Programs use the Individual Professional Development Plan that is required by the Ohio Department of Education to enable staff members to meet their improvement plans. The following Performance Plan sample may provide a way of further connecting the results of staff evaluation to performance improvement. The plan is a collaborative effort among the evaluator, the supervisor, and the employee.

SAMPLE - A Performance Plan

1. Identify actions or behaviors that the employee needs to **begin, discontinue, or continue** in the next program year.
2. Use these actions to set performance goals.
3. Describe what success in those areas will look like.
4. Identify professional development opportunities that will assist the employee in meeting the goals.
5. Follow up with the employee on the impact of the professional development activities on their job performance.

RESOURCES FOR STAFF EVALUATION

Baldrige, M. *Education Criteria for Performance Excellence*. Milwaukee, WI: American Society for Quality, 2000.

McLaughlin, M. and Pfeifer, R. *Teacher Evaluation- Improvement, Accountability, and Effective Learning*. New York, NY: Teachers College Press, 1988

Millman, J., and Darling-Hammon, L., eds. *The New Handbook of Teacher Evaluation- Assessing Elementary and Secondary School Teachers*. Newbury Park, CA: Corwin Press, INC., 1990.

Ohio ABLE programs. *Staff Evaluation Instruments*.

Peterson, K. *Teacher Evaluation- A Comprehensive Guide to New Directions and Practices*. Newbury Park, CA: Corwin Press, INC., 1995.

Stufflebeam, D. L. and The Joint Committee on Standards for Educational Evaluation. *The Personnel Evaluation Standards- How to Assess Systems for Evaluating Educators*. Newbury Park, CA: Corwin Press, INC., 1988.

On Line Sources:

Note: Keywords for searching include: performance appraisal, staff evaluation, teacher evaluation, employee appraisal, performance management

http://www.sls.lib.il.us/admin/hr/tipmonth.html	January, 2000	Employee Tip of the Month
http://www.hr.rpi.edu/policies/pmperfap.htm	January, 2000	HR http://www.businesstown.com
	February, 2000	Conducting Employee Review
http://www.hrmgt.com/hrlaw.htm		
http://literacy.kent.edu/adminmanual/82-100.html	February, 2000	Hiring ABLE Teachers
http://brainware-tm.com/ZBA048.htm	February, 2000	Media/Video
http://www.mapnp.org/library/emp_perf/perf/rvw/basics.htm	April, 2000	Conducting Appraisals
http://www.utep.edu/cetal/portfolio/intro.htm	May, 2000	Introduction to Teaching Portfolio
http://www.arches.uga.edu/~major/items.html	May, 2000	Items for Teaching Portfolio
http://www.ode.state.oh.us/tp/ctp/candl.htm	June, 2000	Ohio Certification and Licensure
http://www.doi.gov/hrm/pmanager/er3c.html	May, 2000	Performance Management
http://www.hr.arizona.edu/padesign.html	June, 2000	Performance Appraisal Systems- Design
http://www.obsv.com/tpai.htm	June, 2000	Performance Appraisal Instrument
http://www.obsv.com/obsv.htm	June, 2000	Sample Observation Form