

Community Action of Southeast Iowa

Employee Performance Evaluation

Name: _____ Job Title: Teacher

Time Period Covered: _____ Program: EHS

Type of Evaluation: Annual Probationary Other _____

Instructions: Check the box which describes the performance of the individual being appraised. This appraisal should focus on results achieved. Performance at either below or above the "satisfactory level should receive additional comments in the space provided. Evaluate only factors applicable to the job.

	Outstanding: Distinguished Performance	Exceeds Standards: Commendable Performance	Met Standards: Satisfactory Performance	Partially Met Standards: Marginal Performance	Failed to Meet Standards: Unsatisfactory
1. Quality of Work Includes accuracy, thoroughness, neatness, attention to detail and workmanship.	5. <input type="checkbox"/> Produces Outstanding precise, neat, accurate work to highest quality standards.	4. <input type="checkbox"/> Produces high quality accurate work. Seldom makes a mistake.	3. <input type="checkbox"/> Work is acceptable. Usually accurate. Conscientious about quality.	2. <input type="checkbox"/> Produces work of marginal quality which often contains errors. Careless, inconsistent.	1. <input type="checkbox"/> Produces a poor quality of work. Work has frequent errors. Someone must always check work.
Comments:					
2. Volume of Work – Quantity of work.	5. <input type="checkbox"/> Consistently turns out a superior volume of work.	4. <input type="checkbox"/> Frequently turns out more than normal quantity of work. Looks for when task is completed.	3. <input type="checkbox"/> Regularly turns out satisfactory volume of work. Consistent performance.	2. <input type="checkbox"/> Minimum performance of job responsibilities. Often work turns out less than desired amount of work.	1. <input type="checkbox"/> Very slow worker. Erratic work performance wastes work time.
Comments:					
3. Job Duties: List and Evaluate the most important job tasks as listed on the Job Description					
1. Develop weekly lesson plans that are developmentally appropriate.	5. <input type="checkbox"/> Outstanding – Detailed knowledge and superior completion of task	4. <input type="checkbox"/> Exceeds Standards – Good knowledge of task	3. <input type="checkbox"/> Met Standard – Satisfactory handling of the task	2. <input type="checkbox"/> Partially met standard – marginal	1. <input type="checkbox"/> Failed to Meet Standard – unsatisfactory handling of task.
2. Provide a safe, healthy, nurturing atmosphere that promotes optimal growth in children.	5. <input type="checkbox"/> Outstanding – Detailed knowledge and superior completion of task	4. <input type="checkbox"/> Exceeds Standards – Good knowledge of task	3. <input type="checkbox"/> Met Standard – Satisfactory handling of the task	2. <input type="checkbox"/> Partially met standard – marginal	1. <input type="checkbox"/> Failed to Meet Standard – unsatisfactory handling of task.
3. Observe, assess, plan, record, and evaluate each child's developmental progress.	5. <input type="checkbox"/> Outstanding – Detailed knowledge and superior completion of task	4. <input type="checkbox"/> Exceeds Standards – Good knowledge of task	3. <input type="checkbox"/> Met Standard – Satisfactory handling of the task	2. <input type="checkbox"/> Partially met standard – marginal	1. <input type="checkbox"/> Failed to Meet Standard – unsatisfactory handling of task.
4. Effectively completes chores for the safety and health of the children.	5. <input type="checkbox"/> Outstanding – Detailed knowledge and superior completion of task	4. <input type="checkbox"/> Exceeds Standards – Good knowledge of task	3. <input type="checkbox"/> Met Standard – Satisfactory handling of the task	2. <input type="checkbox"/> Partially met standard – marginal	1. <input type="checkbox"/> Failed to Meet Standard – unsatisfactory handling of task.
5. Ability to build positive family relationships.	5. <input type="checkbox"/> Outstanding – Detailed knowledge and superior completion of task	4. <input type="checkbox"/> Exceeds Standards – Good knowledge of task	3. <input type="checkbox"/> Met Standard – Satisfactory handling of the task	2. <input type="checkbox"/> Partially met standard – marginal	1. <input type="checkbox"/> Failed to Meet Standard – unsatisfactory handling of task.

4. Job Knowledge (Needed to perform job)	5. <input type="checkbox"/> Outstanding, broad and detailed knowledge of all phases of job.	4. <input type="checkbox"/> Very good knowledge of job. Seldom needs to ask supervisor about how to do the job.	3. <input type="checkbox"/> Possesses skills and knowledge to handle routine duties effectively. Good job knowledge.	2. <input type="checkbox"/> Often has to ask supervisor or co-workers about how to do routine duties. Marginal job knowledge. Requires improvement in many areas.	1. <input type="checkbox"/> Lacks knowledge to perform the job. Has difficulty performing work. Requires major improvements in critical job areas.
Comments:					
5. Work Effort & Initiative	5. <input type="checkbox"/> Superior initiative and follow through. Innovative and resourceful in solving work problems in outstanding manner. Often completes assignments ahead of schedule.	4. <input type="checkbox"/> Diligent work habits. Very good initiative and follow through. Makes or suggests improvements. Accepts change easily. Assignments sometime completed ahead of schedule.	3. <input type="checkbox"/> Follows designated task through to completion. Adapts readily to changing conditions. Sometimes anticipates problems.	2. <input type="checkbox"/> Requires extra supervision to finish tasks. Reluctantly accepts new ideas. Rarely anticipates problems. Has problems completing tasks on time.	1. <input type="checkbox"/> Needs constant supervision to start and complete tasks. Rarely makes an improvement. Tied to an idea. Almost never looks ahead. Usually finishes tasks late if at all.
Comments:					
6. Following Policies & Procedures.	5. <input type="checkbox"/> Uses outstanding judgment and has excellent understanding and adherence to policies and procedures.	4. <input type="checkbox"/> Uses very good judgment. Rarely requires correction on policies and procedures.	3. <input type="checkbox"/> Uses good judgment following policies and procedures. Infrequently requires correction.	2. <input type="checkbox"/> Occasionally requires guidance and correction on following rules and regulations.	1. <input type="checkbox"/> Requires frequent correction on adherence to rules and regulations.
Comments:					
7. Teamwork and Cooperation with Others (Effectiveness in working with others)	5. <input type="checkbox"/> Eager and willing to work with and help others. Outstanding team worker.	4. <input type="checkbox"/> Gets along with most people. Quick to help others. Excels in gaining cooperation.	3. <input type="checkbox"/> Works willingly with others. Good at achieving cooperation.	2. <input type="checkbox"/> Occasionally difficult to work with. Will help when asked, although sometimes grudgingly. Occasionally antagonistic.	1. <input type="checkbox"/> Causes friction among workers. Antagonistic. Tends to gripe and argue. Not a team member. Does not help others
Comments:					
8. Attendance & Punctuality (Faithfulness in coming to work daily and conforming to work hours)	5. <input type="checkbox"/> Excellent attendance. Always punctual.	4. <input type="checkbox"/> Very good attendance. Rarely absent or tardy. Always has good reason for being absent or tardy.	3. <input type="checkbox"/> Occasionally absent or tardy. Usually has a good explanation. Makes an effort to improve.	2. <input type="checkbox"/> Significant use of sick leave. Irregular attendance. Abuses break privileges. Many questionable absences.	1. <input type="checkbox"/> Chronic absentee and frequently reports late for work. Significant abuses of break privileges.
Number of sick days used in last 12 months:					

9. Serving the Public (Courtesy in dealing with the public and effectiveness in meeting the public's needs)	5. <input type="checkbox"/> Courteous and effective when dealing with the public. Exceptional ability for public relations and diplomatically dealing with the public.	4. <input type="checkbox"/> Pleasant and helpful when dealing with the public.	3. <input type="checkbox"/> Good relations with public. Generally courteous and effective.	2. <input type="checkbox"/> Occasionally discourteous when working with the public. Sometimes difficulty dealing with the public.	1. <input type="checkbox"/> Frequent problems dealing with the public.
Comments:					
10. Conduct (Composure, reliability while under work related stress)	5. <input type="checkbox"/> Always remains calm & effective when under pressure. A superior performer in a difficult job situation.	4. <input type="checkbox"/> A very good performer when under stressful working conditions. Rarely loses composure. Stable & consistent.	3. <input type="checkbox"/> Usually remains calm and effective while under stressful conditions. Becomes irritated on occasion.	2. <input type="checkbox"/> Sometimes has difficulty maintaining composure while under pressure. Sometimes "blows up" from stress.	1. <input type="checkbox"/> Unreliable while under pressure. Lacks ability to perform effectively while under most forms of stress.
Comments:					
11. Communication (Organization and presentation of information in written or oral form)	5. <input type="checkbox"/> Oral or written presentation is outstanding, rarely needs improvement. Exceptional listener.	4. <input type="checkbox"/> Seldom needing correction. Excellent in oral and written communications. Very good listener.	3. <input type="checkbox"/> Satisfactory ability to communicate information. Very seldom misunderstands instructions.	2. <input type="checkbox"/> Reports contain some errors. Thoughts are not presented in a logical order. In conversation often has trouble being understood.	1. <input type="checkbox"/> Reports are incomplete. Hard to follow, somewhat ambiguous, disorganized in comments. Frequently misunderstands instructions.
Comments:					
12. Strong Points in Performance:					
13. Goals/ Areas to be Improved: 1. 2. 3. 4. 5.			14. Training Needs and Goals: 1. 2. 3. 4. 5.		

