

Guidelines for Completing Evaluation of Faculty Performance Tool

The Review Session

- Conduct the evaluation session in a setting that is conducive to open communication – private and away from interruption.
- Plan the communication, prepare the questions you will ask and try to anticipate concerns
- Begin on a positive note
- Emphasize what you value, like and appreciate about the teacher.
- Move to discussing those areas that require improvement
- Encourage the teacher's comments throughout the session.
- Discuss and establish goals and objectives for the coming year. Goals should be specific, measurable, and realistic.
- Discuss and outline specific remedial steps and timelines that will be implemented for factors with an Unsatisfactory or Emerging Needs Improvement rating.
- Teacher and Principal must sign and date the evaluation form. By signing the evaluation form the teacher acknowledges having read and discussed the report with the principal. It does not necessarily imply agreement with the principal's evaluation of the teacher. If the teacher does not agree with any portion of the evaluation form, as completed by the principal the employee may respond on the comments section.

Several common errors to avoid when reviewing any employee

- Halo Effect – All dimensions of performance are rated the same as a single dimension that happened to impress the supervisor either very favorably or unfavorably.
- Overly Critical – When a supervisor sets unrealistically high standards, employees may conclude they will never measure up and stop trying.
- Overly Lenient – the end result of being overly lenient is the same as being overly critical. If anything goes, why try harder?
- Middle of the Road – some supervisors rate all employees within a limited range. Not everyone performs at the same level. Review forms should reflect differences in performance. Evaluations like this are confusing and resented. They prevent the open communication a review should foster.
- Recent Performance Error – It is easiest to recall most recent performance. What the review should measure, however, is behavior over the entire span of the review period.

Reviews are successful when:

- A clear understanding of the job responsibilities and expectations surrounding those responsibilities are established at the beginning of the review period. .
- Employees understand the ratings assigned and rational for such ratings.
- *There are no surprises.* Positive performance has been acknowledged. If there were expectations that were not being met they were brought to the employee's attention and addressed immediately.
- Supervisors clearly explain to the employee what requirements are not being met, and remedial steps that need to be taken for improvement.
- The supervisor follows up on specific actions that came out of the review.
- Employees are held accountable to expectations and understand the consequences of failure to improve.
- Goals are established.
- Specific recommendations are made for continued growth and development.
- Past time contributions are acknowledged
- They offer the employee an opportunity to openly address concerns and questions related to their position.

Evaluation Rating Guidelines

In helping the principal assign a point value (0, 1, 3, 5) to each line of the assessment tool, the following groups of descriptors could be used to describe the attributes for each line item.

5=Exceeds Expectations – When assigning this rating employees have frequently or consistently performed at a level beyond what is expected. When principals assign this rating, they must provide in the comment section, specific examples of the behaviors/actions which justify it.

- Extraordinary
- Inspirational
- Exemplary
- Uncommonly positive
- Exceptional
- Superb
- Stellar
- Superlative
- Outstanding
- Expert
- Self-motivated
- Always appropriate

3=Meets Expectations

- Always
- Readily/willingly
- Sincerely
- Admirable
- Notably positive
- Skillful
- Tactful
- Dependable
- Capable
- Special
- Effective
- Regular
- Consistent

1=Emerging, Needs Improvement - When assigning this rating the performance never criticize without making specific suggestions for improvement. If the evaluation form is to provide an accurate track record of employee performance, changes in performance must be noted. When principals assign this rating, they must provide in the comment section, specific examples of the behaviors/actions which justify it and provide a description of the improvement needed..

- Usually
- Somewhat lacking
- Inconsistent
- Some negativity
- Not always
- Often Tactless
- Has difficulty
- Lacks some ability
- Somewhat careless
- Inadequate at times
- Somewhat inferior (in certain situations)
- Weak
- Inappropriate
- Not always evident
- Not normally
- Seldom takes initiative
- Incorrectly
- Lacks clarity
- Little effort

0=Unsatisfactory - When assigning this rating for performance the employee should already be aware of the job performance deficiency through prior communications during the evaluation period. When principals assign this rating, they must provide in the comment section, specific examples of the behaviors/actions which justify it that may include written corrective actions, verbal warnings, etc. and provide the improvement and/or remedial action required.

- Makes no attempt
- Will not accept
- Takes no responsibility
- Refuses
- Does not maintain
- Lacks enthusiasm
- Negligent
- Haphazard
- Total lack of concern
- Extremely negative
- Close-minded
- Tactless
- Insensitive/uncaring
- Inefficient
- Incompetent
- Lacks effort
- Not dependable
- Unproductive
- Unacceptable
- Inappropriate
- Uncooperative
- Detrimental to educational process
- Never clear
- Ineffective
- Inferior
- Disloyal
- Intolerant

If further assistance is needed in using this assessment guideline, contact the superintendent or associate superintendent.