

Oklahoma Cooperative Extension Service

Performance Appraisal County Extension Educator Guide



Purpose

Performance Appraisal is an integral part of Extension planning, teaching, supervision, and salary administration. It is a continuing, day-to-day activity. It occurs whether we realize it or not, whether we do it formally or informally. It occurs in each situation where one person is responsible for or interested in the work of another. Its primary purpose is to aid in providing the highest possible level of educational service for the people of Oklahoma through improved performance. The Evaluation process should encourage employees in areas that indicate strength and assist them in those which need improvement.

Performance Evaluation is a measurement process for determining the level of effectiveness of an employee in the assigned job.

Performance Evaluation increases the effectiveness of Extension Educators by:

1. Increasing the understanding of their jobs and the expected level of performance.
2. Increasing their satisfaction and educational experiences on the job.
3. Providing information that will help assign personnel to the program area(s) where they can make the greatest contribution.
4. Furnishing a basis for in-service training and guidance.
5. Helping them to evaluate their own work annually.

The performance Evaluation process in the Oklahoma Cooperative Extension Service is based on the following principles:

1. Job performance in each assigned area of work is evaluated.
2. The performance Evaluation is an educational process used to identify the strong and weak points of employee performance.
3. Honest and consistent self-analysis, supplemented with an objective performance Evaluation by the supervisor, is the most productive type of evaluation.
4. Any person making a performance Evaluation must be acquainted with the work of the person being reviewed.
5. Performance Evaluation is a recognized and accepted part of supervision.
6. The self-respect and confidence of the individual Educator must be protected.

Structure-County Extension Educator's Evaluation Guide

The Performance Appraisal County Extension Educator Guide was developed to:

1. Ensure consistency from one program area and geographical area to another in the appraisal of county extension Educators by the County Extension Director (CED) and the District Extension Director (DED).
2. Enable County Extension Educators to become aware of the criteria used to appraise their performance under each of the performance guidelines.

Each performance **factor** has been defined with expectations.

An Educator is expected to substantially meet all the criteria listed in a rating standard before they can be scored on the next highest standard. For example, all the expectations under the standard "2" must be met before credit is given for any of the expectations under the standard "3." The Educator will receive a score for the highest level of expectations met, as long as those in previous standard are also met. Criteria used to determine the overall rating for the County Extension Educator Performance Appraisal include, but are not limited to, information submitted by the Educator through the completion of the Goals and Objectives, personal observation by the appraisers, Event Summary Record data, Monthly Narratives, Performance Appraisal Reporting Form and the Self-Review of the County Extension Educator.

This guide was intended to not only provide consistency in the appraisal process, but to also provide expectations that will promote excellence in the County Educator's performance and county programs.

I. Responsibility

The CED and the DED have the responsibility for performance evaluation. Final review and approval are the responsibilities of the DED.

II. Educator Goals and Objectives

Educators submit their Goals and Objectives by December 1 each year. New employees will submit their Goals and Objectives appropriate for their level of experience, immediate assignment, and time remaining in the program year. Plans will be submitted within 60 days after employment.

The performance period is January 1 through December 31. During this period the Educator is responsible for collecting and maintaining documentary evidence of results attained on the goals/objectives. Educators will report accomplishments monthly through the Event Summary Record and a one-page Narrative.

If revisions in plans are necessary during the year, Educators will justify the change with their CED and the DED.

III. Performance Appraisal County Extension Educator

Each Educator will submit to their CED their **Performance Appraisal County Extension Educator Self-Appraisal** and any additional documentation by **December 15** or the date designated by the DED. If you are the CED, complete your self-appraisal and the CED ratings and submit to the DED by December 15th. The CED will conduct a Performance Appraisal with the Educator and then forward the Educator's Self-Appraisal, the CED's Performance Appraisal and any additional documentation to the DED by **December 31**. The Performance Appraisal County Extension Educator Guide, the Performance Appraisal Reporting Form, Goals and Objectives, Event Summary Records and the Monthly Narrative will be used in the performance appraisal process.

IV. Documentation Files

Each county will have a set of documentation files for each Educator. These files should be kept in the general file by the Administrative Assistant. The following files are required.

1. Sign In Sheets
2. Newsletters
3. Flyers/Circular Letters
4. Agendas
5. News Articles/News Releases
6. Media such as television, radio, etc.
7. Technology Use (list of social media accounts, copies of postings, website contributions)
8. Evaluation Instruments/Data Compilation

V. Appeals Procedure

An employee who disagrees with the overall performance appraisal rating has a right to appeal that through DASNR HR.

VI. Timeline of Procedures

- December 1: Goals and Objectives for current program year and the next program year submitted to CED and DED.
- December 15: Submit **Performance Appraisal County Extension Educator Self-Appraisal** along with additional documentation to CED.
- December 15: CEDs may begin holding performance appraisal conference with Educators.
- December 31: Deadline for CEDs to send Performance Appraisal of Educators, Educator’s Self-Appraisal and any additional documentation to District Director.

Performance Factors and Criteria

Performance Factors	Criteria
<i>Program Planning and Development</i>	<ul style="list-style-type: none"> ▪ Goals and Objectives of Educator
<i>Program Implementation</i>	<ul style="list-style-type: none"> ▪ Implementation ▪ Equity, Access and Opportunity ▪ Technology and Innovation
<i>Program Evaluation/Accountability</i>	<ul style="list-style-type: none"> ▪ Evaluation/Outcomes/Impacts
<i>Professionalism</i>	<ul style="list-style-type: none"> ▪ Customer Service ▪ Reporting ▪ Policy Compliance ▪ Professional Development ▪ Work Habits ▪ Interpersonal Skills
<i>Community and Organizational Leadership</i>	<ul style="list-style-type: none"> ▪ Leadership ▪ Optimizing Staff and Volunteers ▪ Resource Management

Performance Level Definitions and Criteria Rating

- 4** Performance consistently exceeds position requirements, goals and management expectations. Resourcefulness and depth of program and technical knowledge are of the highest quality. Assignments are accomplished in an exceptional manner with minimal direction and are characterized by outstanding achievement seldom accomplished within a county.
- 3** On a regular basis, performance is characterized by high quality and quantity of work that exceeds most position requirements, key objectives and management expectations. Employee demonstrates outstanding skills and abilities, and assignments are accomplished in a highly effective manner with limited guidance and direction.
- 2** Performance meets all the essential work objectives. Occasionally exceeds management expectations. Employee demonstrates good knowledge of job duties, and assignments are accomplished effectively with normal supervisory guidance.
- 1** Performance does not consistently meet management expectations. The employee requires more than normal guidance and direction. Progress goals are not met and essential work objectives are not accomplished. Improvement is necessary if the supervisor elects to continue employment with the employee.

Performance Factor: Program Planning and Development

Individual Annual Plan

1	2	3	4
Individual Annual Plan is unsatisfactory. Little effort is devoted to identifying the issues for educational programs. Minimal effort was used to recruit and engage volunteers in planning.	Individual Annual Plan shows alignment among needs assessment, plans for the coming year, collaborators/partners/volunteers, evaluation and funding.	Individual Annual Plan exceeds expectations in at least three of the following components: needs assessment, plans for the coming year, collaborators/partners/volunteers, evaluation or funding. Issues are clear and concise and can be addressed with educational programs.	Individual Annual Plan represents a clear, concise model in all aspects of needs assessment, plans for the coming year, collaborators/partners/volunteers, evaluation and funding. Priority is given to the issue of the greatest potential impact.

Educator Self-Appraisal	_____	X	.10	=	_____
CED Appraisal	_____	X	.10	=	_____
DED Appraisal	_____	X	.10	=	_____

Supporting Documentation

- The Goals and Objectives for the Program Year
- List of collaborators and partners listed in the Performance Appraisal Reporting Form
- Other evidence of needs assessment

Performance Factor: Program Implementation

Implementation

1	2	3	4
Rarely uses research-based information in programming. Program delivery is rarely adapted to meet clientele needs. Demonstrates no collaboration and/or Extension marketing efforts.	Uses research-based information in programming. Program delivery is routinely adapted to meet the needs of the clientele and various delivery methods are used. Collaborates well across program areas with other units and organizations. Plans a regular, on-going effort to market Extension. Uses materials provided by specialists.	Uses real-life problems to teach subject matter and relevance to clientele. Keeps programs relevant	Leads major collaborations or partnerships across program areas with other units and/or organizations. Adopts new methods and demonstrates connectivity and engagement with various audiences.

Educator Self-Appraisal _____
 CED Appraisal _____
 DED Appraisal _____

Equity, Access and Opportunity

1	2	3	4
Shows no effort in reaching diverse and underserved clientele. Does not use Americans With Disabilities Act, Equal Employment Opportunity, Civil Rights and/or Affirmative Action Guidelines.	Repeatedly strives to reach diverse and/or under-represented clientele. Participation includes diverse and underrepresented clientele.	Successfully demonstrates an involvement of diverse and underrepresented clientele. Plans specifically for equity, access and opportunity issues.	Engages stakeholders in reaching diverse and underrepresented clientele. Provides support, opportunity, resources, scholarships, etc., for under-represented clientele. Implements sustainable approaches to involve underrepresented clientele.

Educator Self-Appraisal _____
 CED Appraisal _____
 DED Appraisal _____

Performance Factor: Program Implementation (cont.)

Technology and Innovation

1	2	3	4
Minimal use of technology	Routine use of appropriate technology for communications. Takes advantage of training opportunities to stay on the cutting edge with technology advances in content and program delivery.	Serves as a resource for using the latest technology for communications and programming. Shares innovative practices.	Recognized by Extension professionals and volunteers as highly competent in using the latest technology and/or innovation for teaching, communications, programming and/or technical assistance.

Total Points

Educator Self-Appraisal	_____	X	.30	=	_____
CED Appraisal	_____	X	.30	=	_____
DED Appraisal	_____	X	.30	=	_____

Supporting Documentation

- Educational programs listed in the Event Summary Record and in the Monthly Narrative
- Technology use listed in the Performance Appraisal Reporting Form
- Table 1 from the Civil Rights Review Guide

Performance Factor: Program Evaluation/Accountability

Evaluation/Outcomes/Impacts

1	2	3	4
Provides minimal evaluation results, program impacts and program outcomes.	Indicator data is fully aligned with program objectives, and standard measurement tools properly demonstrate accomplishment or progress toward program impacts, client knowledge, attitude or skills.	Program evaluation results contribute to clientele behavioral or practice change.	Program evaluation represents the highest levels of program quality and outcome measurement, with results showing improved quality of life, economic and/or environmental conditions.

Educator Self-Appraisal	_____	X	.10	=	_____
CED Appraisal	_____	X	.10	=	_____
DED Appraisal	_____	X	.10	=	_____

Supporting Documentation

- Program data reported in the Monthly Narrative that would include a copy of evaluation instruments, documented results, case studies, compilation of evaluation data and other relevant documents

Performance Factor: Professionalism

Customer Service

1	2	3	4
Frequently fails to respond to client needs or requests.	Responds to client needs or requests in a timely manner. Works well with all clientele groups. Communicates respectfully to all requests.	Proactively addresses client needs or requests.	Anticipates and addresses emerging client needs or requests.

Educator Self-Appraisal _____

CED Appraisal _____

DED Appraisal _____

Reporting

1	2	3	4
Does not complete and/or submit reports in a timely manner. Reports are incomplete and/or have errors.	Submits complete and accurate reports in a timely manner. Keeps data up-to date and readily accessible.	Reports are completed accurately showing program progress and accomplishments. Reports are frequently shared with stakeholders.	Completes all reports on time and consistently shares impact with stakeholders. Consistently reports progress and program outcomes. Utilizes the reports to improve programming efforts.

Educator Self-Appraisal _____

CED Appraisal _____

DED Appraisal _____

Policy Compliance

1	2	3	4
Often does not follow policy and/or lacks knowledge of applicable policies.	Understands and follows all applicable policies.	Interprets and encourages others to follow all applicable policies.	Recognized as a resource on applicable policies and procedures and is a role model to others.

Educator Self-Appraisal _____

CED Appraisal _____

DED Appraisal _____

Performance Factor: Professionalism (cont.)

Professional Development

1	2	3	4
Rarely attends recommended professional development opportunities.	Attends relevant professional development opportunities.	Incorporates knowledge from relevant professional development into the Extension program. Seeks additional development resources through research literature.	Facilitates the professional development of educators and/or volunteers in specialized content. Receives recognition for efforts. Mentor or role model for new employees.

Educator Self-Appraisal _____

CED Appraisal _____

DED Appraisal _____

Work Habits

1	2	3	4
Often displays a negative, uncooperative attitude toward co-workers, clientele, work assignments and requirements. Is frequently noncompliant with established work rules and organizational policies/protocols. Rarely demonstrates the ability to manage time and resources to meet commitments within established time frames.	Displays a positive, cooperative attitude toward co-workers, clientele, work assignments and requirements. Complies with established work rules and organizational policies/protocols. Manages time and resources and demonstrates initiative to meet commitments within established time frames.	Contributes to a positive work environment by displaying a positive, cooperative attitude toward co-workers, clientele work assignments and requirements.	Inspires others to display a positive, cooperative attitude toward co-workers, clientele, work assignments and requirements. Coaches others to manage time and resources to meet commitments within established time frames.

Educator Self-Appraisal _____

CED Appraisal _____

DED Appraisal _____

Performance Factor: Professionalism (cont.)

Interpersonal Skills

1	2	3	4
Demonstrates minimal Interpersonal skills needed to serve as a leader or effective team member. Minimal collaboration with other Educators and co-workers. Rarely communicates with partners.	Communicates with all Educators and co-workers and supports other Educators and co-workers with their programming efforts. Builds and maintains effective relationships with colleagues, volunteers, clientele and with others.	Focused on success of team over personal recognition; successful collaboration with other Educators and co-workers contributes to both team projects and harmony in the workplace.	Readily utilizes interpersonal skills to mentor, develop and coach others. Brings out the best in others by inspiring, motivating and guiding them towards a goal. Actively works to resolve conflicts and contributes to harmony in the workplace.
CED – Seldom conducts office conferences. Does not volunteer to help program efforts of others at other public events.	CED – Encourages two-way communications within the office. Conducts regularly scheduled office conferences. Supports the efforts of staff.	CED – Creates a work environment conducive to good communications. Ensures that office conferences allow others to celebrate successes.	CED – Extension program is recognized as a team to local decision makers and Extension administrators.

Total Points

Educator Self-Appraisal	_____	X	.30	=	_____
CED Appraisal	_____	X	.30	=	_____
DED Appraisal	_____	X	.30	=	_____

Total Points

CED Self-Appraisal	_____	X	.50	=	_____
DED Appraisal	_____	X	.50	=	_____

Supporting Documentation

- Trainings and activities listed in the Performance Appraisal Reporting Form
- Feedback from CED, co-workers, elected officials and clientele
- Office Conference minutes
- Professionalism questionnaire in the Performance Appraisal Reporting Form
- Impact statements submitted to stakeholders
- District Records

Performance Factor: Community and Organizational Leadership

Leadership

1	2	3	4
Rarely serves on any teams and/or special assignments at the county, region or state level. Does not recognize the benefit to the organization or themselves by serving.	Routinely seeks and serves on county, multi-county and regional teams. Completes county, multi-county, regional and/or state assignments.	Frequently serves on county, multi-county, region and/or statewide teams and is a participating member. Leads county, multi-county, regional and/or state assignments.	Consistently leads and serves on county, multi-county, region, statewide, multi-state and/or national teams. Mentors others in these roles.
CED – Demonstrates minimal county and stakeholder relationships, networking and/or marketing of all Extension programs.	CED – Demonstrates county and stakeholder relationships, networking and marketing of all Extension programs. Evidence of a county interpretive event.	CED – Frequently demonstrates effective county and stakeholder relationships, networking and marketing of all Extension programs.	CED – Consistently demonstrates exemplary county and stakeholder relationships, networking and marketing of all Extension programs.

Educator Self-Appraisal _____
 CED Appraisal _____
 DED Appraisal _____

CED Self Appraisal _____
 DED CED Appraisal _____

Optimizing Staff and Volunteers

1	2	3	4
Minimally engages staff, volunteers and/or participants as applicable for Extension operations and programming.	Engages staff, volunteers and/or participants as applicable for Extension operations and programming. Effectively manages the volunteer process.	Frequently engages staff, volunteers and/or participants as applicable for Extension operations and programming. Delegates appropriately to staff and volunteers to meet objectives of Extension operations and programming.	Consistently engages staff, volunteers and/or participants as applicable for Extension operations and programming. Delegates appropriately and mentors staff and volunteers to meet objectives of Extension operations and programming.
CED – Provides minimal direction of staff toward common goals, counseling, mentoring and/or conflict management. Fails to conduct effective performance management.	CED – Provides direction of staff toward common goals, counseling, mentoring, conflict management and effective performance management.	CED – Frequently provides direction of staff toward common goals, counseling, mentoring, conflict management and effective performance management. Leads by example.	CED – Almost always provides direction of staff toward common goals, counseling, mentoring, conflict management and effective performance management. Recognized by peers and others as an exemplary leader.

Educator Self-Appraisal _____
 CED Appraisal _____
 DED Appraisal _____

CED Self Appraisal _____
 DED CED Appraisal _____

Performance Factor: Community and Organizational Leadership (cont.)

Resource Management

1	2	3	4
Does not seek outside sources of funding to support Extension programs.	Routinely seeks and obtains extramural funding.	Secures and uses extramural funding to enhance quality programs.	Secures and uses extramural funding. Has a plan for sustainable fund development.
CED – Rarely meets fiscal needs of the county program; demonstrates poor fiscal management and/or physical resources meet minimal program and staff needs.	CED – Routinely meets fiscal needs of the county program; fosters transparency in resource management; meets expectations for fiscal management.	CED – Frequently provides fiscal resources to address emerging and new county program efforts; exceeds expectations for fiscal management and works to improve physical resources to support innovative programs.	CED – Consistently provides fiscal resources to address emerging and new county program efforts; exceeds expectations for fiscal management and has a long-term plan for physical resource needs of programs and staff.

Total Points

Educator Self-Appraisal	_____	X	.20	=	_____
CED Appraisal	_____	X	.20	=	_____
DED Appraisal	_____	X	.20	=	_____

Total Points

CED Self-Appraisal	_____	X	.50	=	_____
DED CED Appraisal	_____	X	.50	=	_____

Supporting Documentation

- 4-H Volunteer Online Report
- Master Gardener membership and volunteer hour report
- Funding listed in the Performance Appraisal Reporting Form
- Committees on which you serve listed in the Performance Appraisal Reporting Form
- Ag Educator demonstrations in the Performance Appraisal Reporting Form
- OHCE membership and volunteer data

Overall Total Score

Educator Self-Appraisal _____

CED Self Appraisal _____

CED Appraisal _____

DED CED Appraisal _____

DED Appraisal _____

A total score less than 1.25 is considered Needs Improvement and will require a Plan of Improvement.

Sign & Date:

Educator

Date

County Extension Director

Date

District Director

Date