

## E-3c(2) FORM Employee Performance Review, P-18

### Faculty Appraisal Form, P-18a

P-18a

SOUTHEAST COMMUNITY COLLEGE  
FACULTY APPRAISAL

|                         |                   |              |
|-------------------------|-------------------|--------------|
| EMPLOYEE NAME _____     | ID# _____         |              |
| ANNIVERSARY DATE _____  | DIVISION _____    | CAMPUS _____ |
| SUPERVISOR'S NAME _____ | REVIEW DATE _____ |              |

*The procedures referred to herein constitute directives by Southeast Community College to supervisors who are responsible for evaluating subordinates. The guidelines do not constitute a promise by the College to affected employees that their performance will be evaluated within the time lines specified in this document or that an evaluation will necessarily comply in all respects with these guidelines. The failure of an employee's supervisor to adhere to these guidelines, including but not limited to the time lines specified herein, shall not adversely affect the right of the College to take disciplinary action against any affected employee. An employee who feels that he or she has not been evaluated in a timely manner should bring that matter to the attention of his or her immediate supervisor. If the supervisor does not thereafter arrange for a prompt evaluation, the employee may report that failure up the administrative chain of command.*

**Probationary faculty** should have a full appraisal each year for the first two years and a minimum of one classroom observation conducted each term for the first two years.  
**Non-probationary faculty** should have a performance review every three years and a minimum of one classroom observation each year.

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**SECTION I-Position Description Review:**

Is the position description current and are job duties current? YES  NO   
If position or description needs changed, make changes and submit to Human Resources.

**SECTION II-TRAINING AREAS:**

Has the instructor completed the following areas?  
Safety  Diversity  IOP  Communication/Technology Checklist  Staff Development   
If a required area has not been met, please write a plan in Section V.

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**SECTION IIIA—INSTRUCTIONAL ASSESSMENT** (This section is to be completed by the instructor.)

Before your scheduled appraisal with your supervisor, identify your own instructional strengths and weaknesses. Use this form to record your own personal assessment. Make note of areas where you feel that you could grow as an instructor. Your supervisor should complete the same form. Then—together—you should discuss the results during your scheduled appraisal. The "comments" section can be used for any comment(s), however, any rating of Exceeds Expectations or Needs Development requires a comment.

| AREA   | MEETS EXPECTATIONS                        | NEEDS DEVELOPMENT                         | EXCEEDS EXPECTATIONS                      | COMMENTS |
|--|---|---|---|----------|
| <b>Accessibility</b><br>The instructor is accessible <ul style="list-style-type: none"> <li>• During classes/labs</li> <li>• To students during office hours</li> <li>• To co-workers/supervisor</li> <li>• For other activities</li> </ul>  | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          |          |
| <b>Workload</b><br>The instructor demonstrates <ul style="list-style-type: none"> <li>• Ability to follow instructions</li> <li>• Completion of accurate work</li> <li>• Completion of work in a timely fashion</li> <li>• Ability to follow course/office schedules</li> <li>• Ability to adjust to changes</li> <li>• Ability to handle emergencies</li> </ul>   | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ |          |
| <b>Interpersonal Relations</b><br>The instructor communicates and cooperates with <ul style="list-style-type: none"> <li>• Supervisor(s)</li> <li>• Co-workers</li> <li>• Students</li> <li>• Others</li> </ul>  | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          |          |
| <b>Job Related Skills</b><br>The instructor <ul style="list-style-type: none"> <li>• Updates technical or subject knowledge</li> <li>• Uses the computer for various tasks</li> <li>• Organizes work area and job duties</li> <li>• Demonstrates time management skills</li> <li>• Uses a variety of instructional techniques that meet the needs of all students</li> <li>• Understands and adapts to all job duties</li> </ul> | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ |          |
| <b>Initiative</b><br>The instructor <ul style="list-style-type: none"> <li>• Seeks ways to improve learning—student achievement</li> <li>• Seeks ways to grow as an educator</li> <li>• Seeks ways to be involved in college activities</li> <li>• Seeks ways to improve learning—student achievement</li> </ul>   | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          |          |

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(approved by Board 5/16/06)

**SECTION IIIB—INSTRUCTIONAL ASSESSMENT** (This section is to be completed by the supervisor.)

Identify instructional strengths or weaknesses that you have observed. Then, during the scheduled appraisal, you should share your assessment with the instructor, and they should share their assessment with you. Together, you should discuss the results. The "comments" section can be used for any comment(s), however, any rating of Exceeds Expectations or Needs Development requires a comment.

| AREA   | MEETS EXPECTATIONS                        | NEEDS DEVELOPMENT                         | EXCEEDS EXPECTATIONS                      | COMMENTS |
|--|---|---|---|----------|
| <b>Accessibility</b><br>The instructor is accessible <ul style="list-style-type: none"> <li>• During classes/labs</li> <li>• To students during office hours</li> <li>• To co-workers/supervisor</li> <li>• For other activities</li> </ul>  | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          |          |
| <b>Workload</b><br>The instructor demonstrates <ul style="list-style-type: none"> <li>• Ability to follow instructions</li> <li>• Completion of accurate work</li> <li>• Completion of work in a timely fashion</li> <li>• Ability to follow course/office schedules</li> <li>• Ability to adjust to changes</li> <li>• Ability to handle emergencies</li> </ul>   | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ |          |
| <b>Interpersonal Relations</b><br>The instructor communicates and cooperates with <ul style="list-style-type: none"> <li>• Supervisor(s)</li> <li>• Co-workers</li> <li>• Students</li> <li>• Others</li> </ul>  | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          |          |
| <b>Job Related Skills</b><br>The instructor <ul style="list-style-type: none"> <li>• Updates technical or subject knowledge</li> <li>• Uses the computer for various tasks</li> <li>• Organizes work area and job duties</li> <li>• Demonstrates time management skills</li> <li>• Uses a variety of instructional techniques that meet the needs of all students</li> <li>• Understands and adapts to all job duties</li> </ul> | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____ |          |
| <b>Initiative</b><br>The instructor <ul style="list-style-type: none"> <li>• Seeks ways to improve learning—student achievement</li> <li>• Seeks ways to grow as an educator</li> <li>• Seeks ways to be involved in college activities</li> <li>• Seeks ways to improve learning—student achievement</li> </ul>   | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          | _____<br>_____<br>_____<br>_____          |          |

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**SECTION IV- CLASSROOM OBSERVATION SUMMARY** (This form should be completed by the supervisor.)

Probationary faculty should have a full appraisal each year for the first two years and a minimum of one classroom observation conducted each term for the first two years. Non-probationary faculty should have a performance review every three years and a minimum of one classroom observation each year.

**PROBATIONARY INSTRUCTORS**

1<sup>st</sup> Quarter observation date \_\_\_\_\_  2<sup>nd</sup> Quarter observation date \_\_\_\_\_  3<sup>rd</sup> Quarter observation date \_\_\_\_\_  4<sup>th</sup> Quarter observation date \_\_\_\_\_

**NON-PROBATIONARY INSTRUCTORS**

1<sup>st</sup> Observation date \_\_\_\_\_  2<sup>nd</sup> Observation date \_\_\_\_\_  3<sup>rd</sup> Observation date \_\_\_\_\_

After observing the instructor's course and after the post observation discussion, record summative comments below. (The observation forms do not need to be submitted with the appraisal, only the final summative comments which you will record below. Additional pages may be attached.)

| SUMMATIVE COMMENTS   |  |
|--|--|
| <b>1<sup>st</sup> Observation</b><br>Date<br>Time<br>Subject |  |
| <b>2<sup>nd</sup> Observation</b><br>Date<br>Time<br>Subject |  |
| <b>3<sup>rd</sup> Observation</b><br>Date<br>Time<br>Subject |  |
| <b>4<sup>th</sup> Observation</b><br>Date<br>Time<br>Subject |  |

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**SECTION V- PROFESSIONAL DEVELOPMENT PLAN**

This section should be completed by both the instructor and supervisor. This allows for collaboration on what plan of action should be taken to improve teaching and learning in the classroom. Possible focus areas are listed.

| AREA  | GOALS | ACTIVITIES | EVALUATIVE MEASURES |
|---|-------|------------|---------------------|
| <b>Teaching &amp; Instruction</b> <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Course content</li> <li>• Assessment strategies</li> <li>• Instructional strategies</li> <li>• Student evaluation trends</li> </ul>  |       |            |                     |
| <b>Instructional Technology</b> <ul style="list-style-type: none"> <li>• Computers in the classroom</li> <li>• Internet in the classroom</li> <li>• Presentation technology</li> <li>• Other technologies</li> </ul>  |       |            |                     |
| <b>Professional Development</b> <ul style="list-style-type: none"> <li>• College courses</li> <li>• Professional and technical seminars</li> <li>• SCC staff development workshops and courses (assessment, learning styles, classroom management)</li> <li>• Program-specific job training</li> <li>• College focused visits for SCC (growth and development)</li> </ul> |       |            |                     |
| <b>Service to the College and the Community</b> <ul style="list-style-type: none"> <li>• Program teams</li> <li>• College teams</li> <li>• External presentations</li> <li>• Community organizations/activities</li> </ul>  |       |            |                     |
| <b>Additional areas may be added if needed.</b>   |       |            |                     |
| AREA  | GOALS | ACTIVITIES | EVALUATION MEASURES |
|   |       |            |                     |

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Summary/Signatures

Summative comments by supervisor \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The supervisor and the employee should sign the performance appraisal form. Employee signature does not necessarily indicate agreement with the supervisor's observations, but it does indicate the results of the appraisal were made known to the employee. It is mutually understood that this appraisal becomes a part of the employee's personnel file without further notification. **If the employee disagrees with any portion of the appraisal, those concerns should be noted in the comments area below or an attached page. The employee has 5 working days from the date of signature to submit written comments to Human Resources.**

|   |               |
|---|---------------|
| _____<br>Employee   | _____<br>Date |
| _____<br>Supervisor   | _____<br>Date |
| _____<br>Responsible Administrator<br>(Dean, Vice President, President or Designee) | _____<br>Date |

Definitions

All participants should utilize the glossary of terminology for consistency in the completion of the review process.

|                      |   |
|----------------------|---|
| ADJUSTS WELL         | To adapt or conform oneself; bring to more satisfactory status; comply.                                     |
| APPROPRIATE          | Especially suitable or fitting; proper.   |
| COMMENDABLE          | To recommend as worthy; praiseworthy.   |
| COMMUNICATES         | Interacts.  |
| COOPERATES           | To act, work, or associate with others for mutual benefit; willingness to work with others.                 |
| DEPENDABLE           | Capable of being depended on; trustworthy; reliable.  |
| EQUITABLE            | Freedom from bias or favoritism.  |
| EXCEEDS EXPECTATIONS | Commendable, to recommend as worthy; praiseworthy.  |
| FAIR                 | Unbiased, impartial.  |
| MEETS EXPECTATIONS   | Satisfactory.   |
| MUST                 | Be urged to; requested; obliged to; mandatory.  |
| NEEDS DEVELOPMENT    | Employee's performance is unsatisfactory in a specific area and the employee needs to improve in that area. |
| OPEN-MINDED          | Receptive of ideas.   |
| PROGRESS             | Gradual changes that lead toward a particular result.   |
| RELATES              | Interacts, shows involvement.   |
| RELIABLE             | Can be depended on.   |

Sample form above, click link to go to usable form ... [PERSONNEL FORM](#)

PERSONNEL  
Classroom Observation Form

**Southeast community college** P-18a(1) Observation  
**Classroom Observation Form**

This form is a working document to be utilized by the observer and instructor. A copy of the summary may be forwarded to the Division Dean; however, only the final summative comments will be recorded and/or attached to the Faculty Appraisal Form. It should be noted this is only a snapshot of the class.

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: The **Comments** section can be used for any comment; however, any rating of Needs Development or Exceeds Expectations **requires** a comment. REFERENCE: "Getting Results" Faculty Development Modules <http://prodev.southeast.edu>

| CLASSROOM CLIMATE  |  |   |  |                          |
|--|--|---|--|--------------------------|
| Element  | Meets Expectations   | Needs Development   | Exceeds Expectations   | N/A                      |
| <b>Physical condition and appearance of the classroom and lab.</b> | <input type="checkbox"/> The physical condition and appearance of the classroom and lab is neat, organized and does not interfere with student comfort and learning. | <input type="checkbox"/> The physical condition and appearance of the classroom and lab interferes with student comfort and learning. | <input type="checkbox"/> The physical condition and appearance of the classroom and lab are inviting and enhance student comfort and learning. | <input type="checkbox"/> |

COMMENTS: Consider:  
 \* Did the classroom shared with other instructors? \* How the instructor utilized teacher expertise or place of needed repair or maintenance?  
 REF: Module 3, Sec. 3.11

|   |  |   |   |                          |
|---|--|---|---|--------------------------|
| <b>Performance of non-instructional duties.</b> | <input type="checkbox"/> Efficient performance of non-instructional duties is in place, resulting in minimal loss of instructional time. | <input type="checkbox"/> Instruction time is lost to performing non-instructional duties. | <input type="checkbox"/> Performance of non-instructional duties is well established. | <input type="checkbox"/> |
|---|--|---|---|--------------------------|

COMMENTS: Consider:  
 \* Attendance \* Handouts \* How associated with non-instructional duties, schedule, timeline \* If lab, how lab set up prior to class?  
 \* Did class start on time?  
 REF: Module 3, Sec. 3.7

|  |   |   |   |                          |
|--|---|---|---|--------------------------|
| <b>Instructor's attitude toward content.</b> | <input type="checkbox"/> Instructor's attitude conveys enthusiasm for the subject, and students demonstrate consistent commitment to its value. | <input type="checkbox"/> Instructor or student convey a negative attitude toward the content, suggesting that the content is not important or needed by others. | <input type="checkbox"/> Student demonstrates through their active participation, curiosity, and attention to detail that they value the content's importance to the atmosphere of the classroom/partnership? | <input type="checkbox"/> |
|--|---|---|---|--------------------------|

COMMENTS: Consider:  
 \* Does instructor give the impression he/she values/believes what is being presented? \* How the instructor give real world relevancy?  
 \* Verbal/non-verbal expressions \* How the instructor explain how and why the content is important and explain why it is needed?

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| INSTRUCTION                            |  |   |   |                          |
|--|--|---|---|--------------------------|
| Element                                | Meets Expectations   | Needs Development   | Exceeds Expectations  | Not Observed             |
| Clarity of content objectives.         | <input type="checkbox"/> Most of the content objectives are clear but may include few activities. Most objectives permit viable methods of assessment. | <input type="checkbox"/> Content objectives are either not clear or are stated in student activities. Goals do not permit viable methods of assessment. | <input type="checkbox"/> All the content objectives are clear, focus on student learning and permit viable methods of assessment.   | <input type="checkbox"/> |
| Comments _____                         |  |   |   |                          |
| _____                                  |  |   |   |                          |
| _____                                  |  |   |   |                          |
| Content.                               | <input type="checkbox"/> Content is appropriate and links well with student knowledge and experience.  | <input type="checkbox"/> Content is inappropriate and neither is well-paced nor sequenced and/or does not connect areas of student.                     | <input type="checkbox"/> Content is appropriate and links well with student knowledge and experience. Faculty contributes to the development of content.                      | <input type="checkbox"/> |
| Comments _____                         |  |   |   |                          |
| _____                                  |  |   |   |                          |
| _____                                  |  |   |   |                          |
| Instructional materials and resources. | <input type="checkbox"/> A variety of diverse instructional materials and resources are used to engage students in meaningful learning.                | <input type="checkbox"/> Diverse instructional materials and resources are not being used or are being used inappropriately.                            | <input type="checkbox"/> Diverse instructional materials and resources are integrated as a regular basis, engaging students in meaningful learning.                           | <input type="checkbox"/> |
| Comments _____                         |  |   |   |                          |
| _____                                  |  |   |   |                          |
| _____                                  |  |   |   |                          |
| Lesson structure and pacing.           | <input type="checkbox"/> The lesson has a clearly defined structure, some introduction, consistent pacing, and closure.                                | <input type="checkbox"/> The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.                       | <input type="checkbox"/> The lesson's structure is highly coherent, allowing the reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. | <input type="checkbox"/> |
| Comments _____                         |  |   |   |                          |
| _____                                  |  |   |   |                          |
| _____                                  |  |   |   |                          |
| Management of transitions.             | <input type="checkbox"/> Transitions occur smoothly, with little loss of instructional time.   | <input type="checkbox"/> Much is lost during transitions.   | <input type="checkbox"/> Transitions are smooth, with students assuming some responsibility for efficient questions.  | <input type="checkbox"/> |
| Comments _____                         |  |   |   |                          |
| _____                                  |  |   |   |                          |
| _____                                  |  |   |   |                          |

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| <b>Continue: INSTRUCTION</b> |   |   |   |                          |
|------------------------------|---|---|---|--------------------------|
| <b>Element</b>               | <b>Meets Expectations</b>   | <b>Needs Development</b>  | <b>Exceeds Expectations</b>   | <b>Not Observed</b>      |
| <b>Quality of questions.</b> | <input type="checkbox"/> Most of instructor's questions are based on multiple levels of critical thinking (Bloom's taxonomy). | <input type="checkbox"/> Instructor's questions are based on knowledge and comprehension levels only. | <input type="checkbox"/> Instructor's questions are always derived from the appropriate levels of critical thinking (Bloom's taxonomy) with adequate response time. Student formulate open questions. | <input type="checkbox"/> |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|                               |  |   |  |                          |
|-------------------------------|--|---|--|--------------------------|
| <b>Discussion techniques.</b> | <input type="checkbox"/> Classroom interaction represents true discussion, with instructor engaging, when appropriate, in the sub- | <input type="checkbox"/> Interaction between instructor and students is predominantly recitation style, with instructor asking all questions and answers. | <input type="checkbox"/> Students actively listen and make appropriate intellectual contributions. | <input type="checkbox"/> |
|-------------------------------|--|---|--|--------------------------|

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|                             |  |  |  |                          |
|-----------------------------|--|--|--|--------------------------|
| <b>Learning activities.</b> | <input type="checkbox"/> Most of the learning activities are suitable for students. Progression of activities is clear, and most activities reflect best practices. Most students are engaged. | <input type="checkbox"/> Learning activities are not suitable for students. Activities do not follow an organized progression and/or reflect best practices. Students are not engaged. | <input type="checkbox"/> Learning activities are highly relevant to students. They progress logically, providing a scaffold while and reflecting best practices. All students are actively engaged. Students initiate or adapt activities and projects to enhance their understanding. | <input type="checkbox"/> |
|-----------------------------|--|--|--|--------------------------|

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|  |   |  |   |                          |
|--|---|--|---|--------------------------|
| <b>Knowledge of students' varied approaches to learning.</b> | <input type="checkbox"/> Instructor displays understanding of the different approaches to learning that different students exhibit. | <input type="checkbox"/> Instructor does not display knowledge or understanding of the different approaches to learning that students exhibit, such as learning styles, evaluation, and different "intelligences." | <input type="checkbox"/> Instructor uses, when appropriate, knowledge of students' varied approaches to learning in instructional planning. | <input type="checkbox"/> |
|--|---|--|---|--------------------------|

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|  |   |   |   |                          |
|--|---|---|---|--------------------------|
| <b>Management of instructional groups.</b> | <input type="checkbox"/> Tasks for group work are assigned, and groups are managed so most students are engaged at all times. | <input type="checkbox"/> Students not working with the instructor are not productively engaged in learning. | <input type="checkbox"/> Group working independently are productively engaged at all times, with students assuming responsibility for productivity. | <input type="checkbox"/> |
|--|---|---|---|--------------------------|

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|                               |   |   |  |                          |
|-------------------------------|---|---|--|--------------------------|
| <b>Variety of assessment.</b> | <input type="checkbox"/> Some forms of assessment used. | <input type="checkbox"/> No variety of assessment used. | <input type="checkbox"/> Variety of assessment methods used. | <input type="checkbox"/> |
|-------------------------------|---|---|--|--------------------------|

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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| INTERACTION                             |   |  |  |                          |
|---|---|--|--|--------------------------|
| Element                                 | Meets Expectations  | Needs Development  | Exceeds Expectations   | Not Observed             |
| Oral and written language.              | <input type="checkbox"/> Instructor's spoken and written language is clear and correct. Language is appropriate to students' age and interests. | <input type="checkbox"/> Instructor's spoken language is audible, or written language is legible. Language may be inappropriate, vague, or not accurate.             | <input type="checkbox"/> Instructor's spoken and written language is correct and expressive, with well-chosen language that enriches the lesson.                       | <input type="checkbox"/> |
| Comments: _____                         |   |  |  |                          |
| Directions and procedures.              | <input type="checkbox"/> Instructor's directions and procedures are clear to students and correct to appropriate level of detail.               | <input type="checkbox"/> Instructor's directions and procedures are confusing to students.   | <input type="checkbox"/> Instructor's directions and procedures are clear to students and anticipate possible student misunderstandings.                               | <input type="checkbox"/> |
| Comments: _____                         |   |  |  |                          |
| Monitoring of student behavior.         | <input type="checkbox"/> Instructor is alert to student behavior at all times.  | <input type="checkbox"/> Student behavior is not monitored, and instructor is unaware of what students are doing.  | <input type="checkbox"/> Monitoring by instructor is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. | <input type="checkbox"/> |
| Comments: _____                         |   |  |  |                          |
| Response to student contributions.      | <input type="checkbox"/> Instructor's responses to students are or is appropriate, courteous, and respects the student's dignity.               | <input type="checkbox"/> Instructor does not respond to contributions, or the response is insensitive, overly aggressive, or does not respect the student's dignity. | <input type="checkbox"/> Instructor's responses to contributions are highly effective and sensitive to the student's individual needs.                                 | <input type="checkbox"/> |
| Comments: _____                         |   |  |  |                          |
| Instructor interaction with students.   | <input type="checkbox"/> Instructor-student interactions are generally appropriate to developmental and cultural norms.                         | <input type="checkbox"/> Instructor's interaction with some students is negative or inappropriate (sarcastic, demanding, demeaning, etc.) to the student.            | <input type="checkbox"/> Instructor consistently demonstrates respect for individual students.   | <input type="checkbox"/> |
| Comments: _____                         |   |  |  |                          |
| Response to student questions/comments. | <input type="checkbox"/> Instructor successfully addresses students' questions or concerns.   | <input type="checkbox"/> Instructor ignores or brushes aside students' questions or concerns.  | <input type="checkbox"/> Instructor takes a major opportunity to enhance learning, building on a question/comment.   | <input type="checkbox"/> |
| Comments: _____                         |   |  |  |                          |





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**CLASSROOM OBSERVATION – SUMMATIVE COMMENTS**

Instructor Name \_\_\_\_\_ ID# \_\_\_\_\_

Observer \_\_\_\_\_ Observation Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Observer's Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructor's Response: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The observer and the employee must sign this Classroom Observation Form. Employee signature does not necessarily indicate agreement with the evaluator's observations, but it does indicate the results of this observation were made known to the employee. **If the employee disagrees with any portion of this observation, those concerns should be noted in the comments area above or an attached page. Summative comments will be recorded on the Faculty Appraisal Form.**

**SIGNATURES**

Employee \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

Sample form above, click link to go to usable form ... [PERSONNEL FORM](#)Page Break  
[Online Observation Form](#)

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**Southeast community college P-18a(2) Observation/Online Form**

This form is a working document to be utilized by the observer and instructor. A copy of the summary may be forwarded to the Division Dean. However, only the final summative comments will be recorded and/or attached to the Faculty Appraisal Form. It should be noted this is only a snapshot of the class.

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: The Comments section can be used for any comment; however, any rating of Needs Development or Exceeds Expectations requires a comment.

| CLASSROOM CLIMATE                                   |  |  |  |                          |
|---|--|--|--|--------------------------|
| Element   | Meets Expectations   | Needs Development  | Exceeds Expectations   | No Equivalents           |
| The online course is complete and easy to navigate. | <input type="checkbox"/> The online course is attractive and easy to navigate. | <input type="checkbox"/> It is difficult to understand the navigation instructions and/or course listed. | <input type="checkbox"/> The online shell is very user-friendly and attractive to the eye. | <input type="checkbox"/> |

COMMENTS:

|   |   |   |  |                          |
|---|---|---|--|--------------------------|
| Performance of duties to prepare for online teaching. | <input type="checkbox"/> Efficient performance of online preparation is apparent. Content is available. | <input type="checkbox"/> Modules are poorly developed, not available or not accessible. | <input type="checkbox"/> Efficient performance of online preparation is obvious and well-anticipated for student access. | <input type="checkbox"/> |
|---|---|---|--|--------------------------|

COMMENTS:

|                                       |   |   |  |                          |
|---------------------------------------|---|---|--|--------------------------|
| Instructor's attitude toward content. | <input type="checkbox"/> Instructor conveys a positive enthusiasm for the subject, and students demonstrate consistent commitment to the value of the subject matter. | <input type="checkbox"/> Instructor conveys a negative attitude toward the content, suggesting that the content is not important or has been assumed by others. | <input type="checkbox"/> Instructor demonstrates through active participation and attention to detail that they value the course content. This attitude is clearly evident in encouraged participation and learning. | <input type="checkbox"/> |
|---------------------------------------|---|---|--|--------------------------|

COMMENTS: Consider:

- Does instructor give the impression he/she understands what is being presented? • Does the instructor give real world relevancy?
- Does the instructor explain how and why the content is important and explain why it is needed?

|                                |   |   |   |                          |
|--------------------------------|---|---|---|--------------------------|
| Clarity of content objectives. | <input type="checkbox"/> Most of the content objectives are clear but may include free activities. Most objectives point effective methods of assessment. | <input type="checkbox"/> Content objectives are often not clear or are stated as student activities. Objectives do not present effective methods of assessment. | <input type="checkbox"/> All the content objectives are clear. Focus on student learning and present effective methods of assessment. | <input type="checkbox"/> |
|--------------------------------|---|---|---|--------------------------|

COMMENTS: Consider:

- Were content objectives stated up front?

## COLLEGE POLICY

### PERSONNEL

### TOC

| INSTRUCTION     |  |   |  |                          |
|-----------------|--|---|--|--------------------------|
| Element         | Meets Expectations   | Needs Development   | Exceeds Expectations   | No opinion               |
| <b>Content:</b> | <input type="checkbox"/> Content is appropriate and to students' knowledge and experience. | <input type="checkbox"/> Content is appropriate and includes at least one example and analysis. Instructor makes content clear or does not correct errors of student. | <input type="checkbox"/> Content is appropriate and links well with students' knowledge and experience. Students contribute to the development of content. | <input type="checkbox"/> |

**COMMENTS:** Consider:  
 • Are all skill levels challenged? • Was content appropriate and? • Was it explained how the content relates to the program?

|  |  |  |   |                          |
|--|--|--|---|--------------------------|
| <b>Instructional materials and resources:</b><br><b>Instructional adaptability</b> | <input type="checkbox"/> A variety of diverse instructional materials and resources are used to engage students in meaningful learning. Instructor seek to make adjustments to a lesson, and the adjustment occurs seamlessly. | <input type="checkbox"/> Diverse instructional materials and resources are not being used or are being used inappropriately. Instructor adhere rigidly to an instructional plan, even when a change will clearly improve a lesson. | <input type="checkbox"/> Diverse instructional materials and resources are integrated on a regular basis engaging students in meaningful learning. Instructor successfully make major adjustments to a lesson when warranted. | <input type="checkbox"/> |
|--|--|--|---|--------------------------|

**COMMENTS:** Consider:  
 • Utilize Power Point/tech media • Internet sites • Videos/links • Does the instructor seek adjustment in a different content?  
 • Does the instructor make adjustments as needed?

|                                    |  |   |  |                          |
|------------------------------------|--|---|--|--------------------------|
| <b>Lesson structure and pacing</b> | <input type="checkbox"/> Online course has clearly defined modules with learning assignments available and appropriate pacing. | <input type="checkbox"/> Online course has no clearly defined structure with learning assignments. The pacing of the course is too slow or rushed, or both. | <input type="checkbox"/> Online course offers highly coherent lesson structure through learning assignments and pacing is appropriate for all student learning in the online format. | <input type="checkbox"/> |
|------------------------------------|--|---|--|--------------------------|

**COMMENTS:**  
 RFP: Module 2, Sec. 4 all

|   |   |  |  |                          |
|---|---|--|--|--------------------------|
| <b>Timeliness of response regarding questions or grading of assignments</b> | <input type="checkbox"/> Student questions are answered and assignments are graded in time. | <input type="checkbox"/> Online questions are not responded to in a timely fashion, and/or assignments are not graded in a timely fashion. | <input type="checkbox"/> Questions are answered and assignments are graded in a timely manner. Additional feedback is provided to the student to advance learning. | <input type="checkbox"/> |
|---|---|--|--|--------------------------|

**COMMENTS:**

|                             |   |  |  |                          |
|-----------------------------|---|--|--|--------------------------|
| <b>Quality of questions</b> | <input type="checkbox"/> Most of instructor's questions are based on multiple levels of critical thinking (Bloom's taxonomy). | <input type="checkbox"/> Instructor's questions do not address different levels of critical thinking (Bloom's taxonomy). | <input type="checkbox"/> Instructor's questions are always derived from the appropriate levels of critical thinking (Bloom's taxonomy) with adequate response time. Students formulate many questions. | <input type="checkbox"/> |
|-----------------------------|---|--|--|--------------------------|

**COMMENTS:** Consider:  
 • Are questions asked, and do they promote critical thinking? • Are questions open-ended? • Does the instructor read for accuracy?

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## COLLEGE POLICY

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### TOC

| Continuum: INSTRUCTION |   |  |  |                          |
|------------------------|---|--|--|--------------------------|
| Element                | Meets Expectations  | Needs Development  | Exceeds Expectations   | Not Applicable           |
| Discussion techniques  | <input type="checkbox"/> Online classroom interactions approximate face-to-face discussions, with appropriate instructor involvement. | <input type="checkbox"/> Lack of student-instructor interaction. Students are offering discussions with no feedback from the instructor. | <input type="checkbox"/> Online classroom interactions in high quality with open discussions between the instructor and other classmates. Displaying ideas and beyond the assigned work involved in discussion forums. | <input type="checkbox"/> |

COMMENTS: Consider:  
 • Is there discussion? • Are all students actively involved? • Was content used?

|  |   |   |  |                          |
|--|---|---|--|--------------------------|
| Knowledge of students' varied approaches to learning incorporated in learning activities | <input type="checkbox"/> Instructor incorporates different learning levels and approaches in face-to-face classrooms. | <input type="checkbox"/> Instructor does not incorporate a variety of levels and approaches in different learning styles in the online classroom. | <input type="checkbox"/> Instructor uses, where appropriate, learning levels and knowledge of students' varied approaches to learning in the online classroom. | <input type="checkbox"/> |
|--|---|---|--|--------------------------|

COMMENTS: Consider:  
 • Was a variety of techniques used: letters, critical thinking, other activities?

|                                   |   |  |  |                          |
|-----------------------------------|---|--|--|--------------------------|
| Management of asynchronous groups | <input type="checkbox"/> Talks for group work in the online classroom are structured, and groups are managed so most students are engaged at all times. | <input type="checkbox"/> Students working in an online group are displaying non-productive engagement and structure is not one-way giving general assignments. | <input type="checkbox"/> Online groups are working independently and productively engaged at all times, with or without the assistance of the online instructor. | <input type="checkbox"/> |
|-----------------------------------|---|--|--|--------------------------|

COMMENTS: Consider:  
 • Group organization • Student size • Student on task • Student engaged

|                       |   |  |   |                          |
|-----------------------|---|--|---|--------------------------|
| Variety of assessment | <input type="checkbox"/> Basic course of online assessment is used. | <input type="checkbox"/> Only one or two types of assessment are used. | <input type="checkbox"/> A wide variety of assessment and activities are used and assessed. | <input type="checkbox"/> |
|-----------------------|---|--|---|--------------------------|

COMMENTS:

|                  |  |   |  |                          |
|------------------|--|---|--|--------------------------|
| Student language | <input type="checkbox"/> The online instructor's written language is clear and correct. Language is appropriate to students' ages and interests. | <input type="checkbox"/> The online instructor's written language is confusing or incorrect. Language may be inappropriate, vague or disrespectful. | <input type="checkbox"/> The online instructor's written language is correct and appropriate, with well-chosen language that matches the lesson. | <input type="checkbox"/> |
|------------------|--|---|--|--------------------------|

COMMENTS: Consider:  
 • Does the instructor write clearly and use correct grammar?  
 • Is spelling correct? • Is written language at an appropriate level for students?

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## COLLEGE POLICY

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| <b>INTERACTION</b>               |  |   |  |                          |
|----------------------------------|--|---|--|--------------------------|
| Element                          | Meets Expectations   | Needs Development   | Exceeds Expectations   | No opinion               |
| <b>Directions and procedures</b> | <input type="checkbox"/> The online instructor's conceptual directions and procedural instructions are clear to students and contain an appropriate level of detail. | <input type="checkbox"/> The online instructor's conceptual directions and procedural instructions are not clear and cause confusion in the online forum. | <input type="checkbox"/> The online instructor's conceptual directions and procedural instructions are clear and reflect a good understanding in a timely fashion. | <input type="checkbox"/> |

COMMENTS: Consider:  
 • Are they easy to follow? • Are they clear and concise? • Are students given an opportunity to ask questions?

|                                       |   |   |  |                          |
|---------------------------------------|---|---|--|--------------------------|
| <b>Monitoring of student behavior</b> | <input type="checkbox"/> The online instructor is alert to student behavior at all times. | <input type="checkbox"/> Student behavior is not monitored in the online forum, and the instructor is unaware of what students are posting. | <input type="checkbox"/> The online instructor clearly monitors student behavior, deterring the detrimental posting/behavior and acknowledging the positive. | <input type="checkbox"/> |
|---------------------------------------|---|---|--|--------------------------|

COMMENTS:

|                                 |  |  |  |                          |
|---------------------------------|--|--|--|--------------------------|
| <b>Response to contributors</b> | <input type="checkbox"/> The online instructor's response to contributors is timely and respects the online student's dignity. | <input type="checkbox"/> The online instructor does not respond to contributors, or the response is inconsistent, overly repetitive, or does not respect the online student's dignity. | <input type="checkbox"/> The online instructor's response to contributors is highly effective and sensitive to the student's individual needs. | <input type="checkbox"/> |
|---------------------------------|--|--|--|--------------------------|

COMMENTS:

|  |  |  |  |                          |
|--|--|--|--|--------------------------|
| <b>Online instructor interaction with students</b> | <input type="checkbox"/> The online instructor consistently demonstrates respect for the online subject. | <input type="checkbox"/> The online instructor's interaction with online students is negative or inappropriate (sarcastic, demeaning, derogatory, etc.) toward the students. | <input type="checkbox"/> The online instructor always displays a genuine investment in student learning in the online forum. | <input type="checkbox"/> |
|--|--|--|--|--------------------------|

COMMENTS: Consider:  
 • Does the instructor take immediate action? • Is the instructor consistent? • Is respect shown for the students?  
 • Is the instructor a role model? • Is the instructor aware of classroom behavior?

|   |  |  |   |                          |
|---|--|--|---|--------------------------|
| <b>Response to student questions/comments</b> | <input type="checkbox"/> The online instructor successfully answers online questions, comments or notices. | <input type="checkbox"/> The online instructor ignores or brushes aside student questions or comments in the online forum. | <input type="checkbox"/> The online instructor recognizes an opportunity to enhance learning, building on a spontaneous online question, discussion or posting. | <input type="checkbox"/> |
|---|--|--|---|--------------------------|

COMMENTS: Consider:  
 • Does the instructor exhibit patience with students through their written communication?  
 • Does the instructor readily admit when they are unsure of the answer? • Does the instructor respond in a positive manner?  
 • Is the instructor open to interaction with all students?



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**ONLINE CLASSROOM OBSERVATION – SUMMATIVE COMMENTS**

Instructor Name: \_\_\_\_\_ CE: \_\_\_\_\_

Observer: \_\_\_\_\_ Observation Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Class Name: \_\_\_\_\_

Observer's Comments:

Instructor's Response:

The observer and the employee must sign the Classroom Observation Form. Employee signature does not necessarily indicate agreement with the evaluator's observations, but it does indicate the results of the observation were made known to the employee. **If the employee disagrees with any portion of this observation, those concerns should be noted in the comments area above or an attached page. Summative comments will be recorded on the Faculty Appraisal Form.**

**SIGNATURES**

|                   |               |
|-------------------|---------------|
| _____<br>Employee | _____<br>Date |
| _____<br>Observer | _____<br>Date |

Sample form above, click link to go to usable form ... [PERSONNEL FORM](#)Page Break

**Administration – Professional – Staff Appraisal, P-18b**

P-18b

**Southeast Community College  
Performance Appraisal  
For  
Administration, Professional and Support Staff**

The procedures referred to herein constitute directives by Southeast Community College to supervisors who are responsible for evaluating subordinates. The guidelines do not constitute a promise by the College to affected employees that their performance will be evaluated within the time lines specified in this document or that an evaluation will necessarily comply in all respects with these guidelines. The failure of an employee's supervisor to adhere to these guidelines, including but not limited to the time lines specified herein, shall not adversely affect the right of the College to take disciplinary action against any affected employee. An employee who feels that he or she has not been evaluated in a timely manner should bring that matter to the attention of his or her immediate supervisor. If the supervisor does not thereafter arrange for a prompt evaluation, the employee may report that failure up the administrative chain of command.

Newly hired administrative and support staff employees should receive a full appraisal before the end of their 6 (six) month probationary period.

Newly hired professional staff should receive a full appraisal each year of the first two years of employment (probationary period).

All administrative, professional and support staff beyond the probationary period should have a performance review every three years.

Prior to the meeting between the supervisor and employee, the supervisor should share a copy of the form with the employee. The employee may then do a self-appraisal before meeting with the supervisor.

Employee name \_\_\_\_\_ ID# \_\_\_\_\_  
 Position title \_\_\_\_\_ Campus \_\_\_\_\_  
 Supervisor's name \_\_\_\_\_  
 Supervisor's title \_\_\_\_\_  
 Anniversary date: (MM/YY) \_\_\_\_\_  
 Date of last evaluation: (MM/YY) \_\_\_\_\_  
 Date this evaluation was completed: (MM/DD/YY) \_\_\_\_\_  
 Position description and job duties are current: YES  NO   
 If position or description needs changed, make changes and submit to Human Resources.  
 Checklist: Diversity  Safety  Professional Development  Comment \_\_\_\_\_

T/12/06

1

(approved by Board 5/16/06)

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**Standards of Performance**

- Rate the employee's standard of performance using **Meets expectations** (Meets), **Needs development** (Needs), or **Exceeds Expectations** (Exceeds).
- Check the appropriate column with an X.
- The "comments" section can be used for any comment, however, any rating of **Exceeds Expectations** or **Needs Development** requires a comment.
- A **Needs Development** will also require a goal.
- Anything that is non-applicable may be marked as N/A in the Comments box.

Complete sections A and B for all employees. Complete section C if you are evaluating someone who serves in a supervisory capacity which may include supervision of student employees.

| Areas   | Meets | Needs | Exceeds | Comments |
|---|-------|-------|---------|----------|
| <b>A. Job Skills</b>  |       |       |         |          |
| 1. Demonstrates how to prioritize work in an efficient manner including establishing objectives               |       |       |         |          |
| 2. Produces accurate work   |       |       |         |          |
| 3. Solves problems with careful review of numerous alternative solutions, making decisions in a timely manner |       |       |         |          |
| 4. Completes assigned duties and job responsibilities   |       |       |         |          |
| 5. Completes work in a timely manner  |       |       |         |          |
| 6. Demonstrates timeliness and consistency in attendance  |       |       |         |          |
| 7. Performs essential functions according to employee's job description                                       |       |       |         |          |
| 8. Maintains a safe work environment  |       |       |         |          |

T/12/06

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(approved by Board 5/16/06)

| Areas  | Meets | Needs | Exceeds | Comments |
|--|-------|-------|---------|----------|
| 9. Works independently with little supervision   |       |       |         |          |
| 10. Demonstrates standard computer knowledge to complete functions and duties as assigned  |       |       |         |          |
| 11. Follows program/mission and college policies   |       |       |         |          |
| 12. Behaves in an ethical manner in accordance with SCC Ethics Code  |       |       |         |          |
| <b>B. Communication/Interpersonal Skills</b>   |       |       |         |          |
| 1. Communicates verbally to convey intent in a clear and concise manner; Speaks respectfully and listens to the requests of others |       |       |         |          |
| 2. Composes written communications that are clear, accurate, and well constructed  |       |       |         |          |
| 3. Relates with supervisor in a professional manner  |       |       |         |          |
| 4. Maintains an environment that is non-discriminatory, treating others with dignity and sensitivity                               |       |       |         |          |
| 5. Relates with colleagues in a professional manner  |       |       |         |          |
| 6. Demonstrates professional behavior in serving students  |       |       |         |          |
| 7. Demonstrates professional behavior in serving the public  |       |       |         |          |

Table

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(approved by Board 8/16/16)

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| Areas   | Meets | Needs | Exceeds | Comments |
|---|-------|-------|---------|----------|
| 8. Contributes to committees and teams  |       |       |         |          |
| 9. Adapts to required change  |       |       |         |          |
| 10. Provides and accepts constructive feedback  |       |       |         |          |
| <b>C. Supervisory Skills</b>  |       |       |         |          |
| 1. Conveys time and effort to training of employees   |       |       |         |          |
| 2. Stimulates others to higher levels of performance, recognizes exemplary performance        |       |       |         |          |
| 3. Responds to personnel issues and problems as they arise                                    |       |       |         |          |
| 4. Develops annual budget accurately utilizing sound fiscal management                        |       |       |         |          |
| 5. Delegates responsibilities based on the appropriate knowledge and skill level of employees |       |       |         |          |
| 6. Disseminates information in an appropriate and timely manner                               |       |       |         |          |
| 7. Communicates expectations to others in a way that is clearly understood                    |       |       |         |          |

Table

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(approved by Board 8/16/16)

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**Participation in Professional Development**

Employee should list any activities they participated in since the last appraisal. Examples of activities could include technical meetings, attendance at professional association meetings, sessions sponsored by the SCC Staff Development Office, or self-study.

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**Goals**

- Goals listed here should provide direction that the employee can use to develop professionally.
  - All Goals should be specific and measurable.
  - Goals ARE MANDATORY for performance ratings of NEEDS DEVELOPMENT.
  - Any goals written during the previous performance appraisal should be listed below with the results listed.
- The Area being developed should be copied from the Standards of Performance (Sections A, B, and C).

**Past Goals**

| Area from A, B, and C | Goal | Date Completed | Results | Timeline and comments |
|-----------------------|------|----------------|---------|-----------------------|
|                       |      |                |         |                       |
|                       |      |                |         |                       |
|                       |      |                |         |                       |

(Add to table as needed for objectives.)

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**New Goals**

| Area from A, B, and C | Goal | Anticipated Results | Timeline and comments |
|-----------------------|------|---------------------|-----------------------|
|                       |      |                     |                       |
|                       |      |                     |                       |
|                       |      |                     |                       |

(Add to table as needed for objectives.)

**Summary/Signatures**

Summative comments by supervisor: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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The supervisor and the employee should sign the performance appraisal form. Employee signature does not necessarily indicate agreement with the supervisor's observations, but it does indicate the results of the appraisal were made known to the employee. It is mutually understood that this appraisal becomes a part of the employee's personnel file without further notification. **If the employee disagrees with any portion of the appraisal, those concerns should be noted in a separate document. The employee has 5 working days from the date of signature to submit written comments to Human Resources.**

|   |               |
|---|---------------|
| _____<br>Employee   | _____<br>Date |
| _____<br>Supervisor   | _____<br>Date |
| _____<br>Responsible Administrator<br>(Dean, Vice President, President or Designee) | _____<br>Date |

**Definitions**

All participants should utilize the glossary of terminology for consistency in the completion of the review process.

|                      |   |
|----------------------|---|
| ADJUSTS WELL         | To adapt or conform oneself; bring to more satisfactory status; comply.                                     |
| APPROPRIATE          | Especially suitable or fitting; proper.   |
| COMMENDABLE          | To recommend as worthy; praiseworthy.   |
| COMMUNICATES         | Interacts.  |
| COOPERATES           | To act, work, or associate with others for mutual benefits; willingness to work with others.                |
| DEPENDABLE           | Capable of being depended on; trustworthy; reliable.  |
| EQUITABLE            | Freedom from bias or favoritism.  |
| EXCEEDS EXPECTATIONS | Commendable, to recommend as worthy; praiseworthy.  |
| FAIR                 | Unbiased; impartial.  |
| MEETS EXPECTATIONS   | Satisfactory.   |
| MUST                 | Be urged to; requested; obliged to; mandatory.  |
| NEEDS DEVELOPMENT    | Employee's performance is unsatisfactory in a specific area and the employee needs to improve in that area. |
| OPEN-MINDED          | Receptive of ideas.   |
| PROCESS              | Gradual changes that lead toward a particular result.   |
| RELATES              | Interacts; shows involvement.   |
| RELIABLE             | Can be depended on.   |

Sample form above, click link to go to usable form ... [PERSONNEL FORM](#)

Adopted Date: 09/19/2006