

University of California, Santa Barbara
PERFORMANCE EVALUATION

Employee's Name:	Department: Children's Center	Division: Student Affairs
Payroll Title (Class): CDC Teacher 1		Period Covered By This Evaluation:
Supervisor's Name:	Supervisor's Title:	Length of Time in position (Please Circle): (0 - 1 yrs) (1 - 5 yrs) (5+ yrs)

EVALUATION STANDARDS: Please rate each job function according to the following definitions:

- 1 - LEVEL I:** Demonstrates a high degree of expertise and mastery in all aspects of the position in a professional manner.
- 2 - LEVEL II:** Fully performs the entire range of duties in a professional manner.
- 3 - LEVEL III:** Generally performs essential duties satisfactorily.
- 4 - LEVEL IV:** Does not perform essential duties in a satisfactory manner.

I. JOB FUNCTION REVIEW: Please rate each job function, as listed on the current job description, by its order of importance and percentage of time performed. If a factor clearly does not apply to a job function, place a line through the relevant box.

PERFORMANCE FACTORS (see attached for description of factors)

Order of Import.	% of Job	Job Functions (Non-Supervisory)	Job Knowledge	Quality	Planning & Organiz.	Productivity	Initiative	Team Work	Customer Service	Function Rating
1	85	In conjunction w/lead teacher, plans and implements a dev. app. curriculum. Follows NAEYC accreditation criteria and RIE philosophy.								
		Teacher child interactions are respectful. Infant teachers employ a primary caregiver model for all aspects of teacher-child interactions. Toddlers, Preschool and After-school teachers develop individual relationships with each child in their care.								
		Works cooperatively with other staff to coordinate program for individual class and entire center. Is reliable and dependable.								
		Has respectful, professional and appropriate interactions with parents. In conjunction with lead teachers, conducts parent conferences. Leads and documents a third of the conferences. Writes one newsletter per year.								
		Has primary responsibility for maintaining, organizing and updating children's classrooms files including portfolios. Regularly contributes quarterly anecdotal notes and portfolio entries for all areas of development. Completes one-third of formal assessments and reviews with lead teacher.								
		Actively participates in staff development meetings and events. Sets and actively pursues professional goals.								

SUPERVISORY PERFORMANCE FACTORS (see attached for description of factors)

Order of Import.	% of Job	Supervisory Job Functions	Leadership	Delegating	Devel. of Subord.	Managing	Function Rating
2	15	Provides on the job training to teacher assistants. Assists lead teacher in completion of t.a. evaluations. Conducts teacher assistant orientation.					

II. OVERALL EVALUATION OF PERFORMANCE: Overall performance is a summary rating of the individual job functions as measured by performance factors. The overall rating for each function should be reviewed and an average rating determined. Performance factors can also be reviewed across functions to determine strengths and weaknesses by factor.	Overall Rating:
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III. COMMENTS SUPPORTING THE OVERALL EVALUATION: (If you need more space, please attach an additional page under the heading of "Section III".)

IV. FUTURE PLANS/ACTIONS: Discuss future growth (if appropriate) and other plans/actions dictated by the evaluation. (If you need more space, please attach an additional page under the heading of "Section IV".)

V. EMPLOYEE COMMENTS: (If you need more space, please attach an additional page under the heading of "Section V")

SIGNATURE OF IMMEDIATE SUPERVISOR	DATE	EMPLOYEE'S SIGNATURE: Your signature indicates neither agreement nor disagreement with the evaluation, but it does indicate that you have read the evaluation, and it has been discussed with you. If you wish, you may comment in the space above.
ADDITIONAL SIGNATURES	DATE	
DEPARTMENT HEAD SIGNATURE	DATE	
		SIGNATURE DATE

PERFORMANCE FACTORS

NOTE: This matrix is to be used as an aid or set of guidelines when evaluating an employee or team. Its purpose is to give examples which illustrate distinctions between performance factors. CORE EVAL 8/97

PERF FACTOR	FACTOR DESCRIPTION	LEVEL I PROFILE	LEVEL II PROFILE	LEVEL III PROFILE	LEVEL IV PROFILE
DEFINITIONS		Demonstrates a high degree of expertise and mastery in all aspects of the position.	Fully performs the entire range of duties in a professional manner.	Generally performs essential duties satisfactorily.	Does not perform essential duties in a satisfactory manner.
JOB KNOWLEDGE	Evaluate the use of information, procedures, materials, equipment and techniques, etc., required for current job.	Mastery over all essential skills and knowledge needed to perform the job. Seen by others as an expert resource; understands the 'big picture' and specific details. In the forefront of new developments in the field.	Applies knowledge and skills in a thorough, comprehensive manner. Researches and analyzes problems utilizing a variety of informational resources.	Applies requisite skills and knowledge in a satisfactory manner.	Does not apply basic skills and knowledge in a satisfactory manner. Work is marred by inconsistencies and misapplications.
QUALITY	Evaluate the accuracy, completeness, and follow-through of work. Also, consider compliance with work and health and safety rules and procedures.	Work exhibits a high degree of thoroughness, accuracy, and timeliness. Finishes assignments in time to review results and anticipate revisions before final products. Quickly gets to the heart of problems. In the conduct of assignments, often develops new efficiencies that save time and resources.	Work is accurate, thorough and timely, addresses problems or issues clearly, and is well thought out. Anticipates alternative ways to accomplish work and promote efficiencies.	Work is accurate, thorough, and timely.	Work is untimely, inaccurate and incomplete. Lapses in important assignments.
PLANNING AND ORGANIZING	Consider areas such as varying work demands, developing efficient methods, setting goals and objectives, establishing priorities, and utilizing available resources.	Excellent at setting realistic and effective goals and priorities and steps to reach them, including contingency planning. Strategically uses resources to optimally support planning effort. Able to quickly balance priorities against work demands in both daily schedules and crisis situations. Aware of impact on others contributions, time commitments, and resources.	Sets clear and realistic goals and priorities and contingency plans. Able to balance daily and crisis work demands with priorities. Aware of impact on others contributions, time commitments and resources.	Sets adequate goals and priorities and allocates time and resources to meet them.	Does not set goals and priorities or use resources effectively. Problems aligning and integrating goals and resources. Impact on others time and resources is not clearly or realistically understood.
PRODUCTIVITY	Evaluate the volume and timeliness of work based on the requirements of the job.	Creatively uses time and resources to produce results quickly, efficiently and effectively. Adept at establishing priorities, assimilating new and complex information and using it expertly to perform assignments.	Sets priorities, uses resources creatively to accomplish all assignments in a timely and effective manner.	Work produced meets customers needs within available resources.	Work is performed at low levels of efficiency. Dependent on others to complete basic tasks. Work is not well prioritized or resources are not used effectively. Results of work are too slow or incomplete.
INITIATIVE	Consider the self-starting ability, resourcefulness, and creativity as applied to the duties of the position.	Routinely anticipates problems and takes the lead in their timely and often innovative resolutions. Broadly defines responsibilities of the job and committed to continuous self-development and improvement.	Provides alternatives in a timely manner to resolve both existing and potential problems. Occasionally provides new approaches to problem solving that show initiative and innovation.	Uses standard approaches to resolve problems.	Does not anticipate or take the lead on problems. Rarely anticipates important future problems.
TEAM WORK	Consider relationships with other employees, students, and faculty and willingness to help others accomplish tasks.	Performs duties with others using collaboration skills. Is open minded, supportive, and shows genuine interest in others ideas and their applications. Anticipates and manages conflict insightfully. Is well respected by group/team members for content and process abilities.	Actively works in a positive and open way with groups/teams. Deals with conflict in a direct and clear manner. Is able to be objective and fair in assessing value of contributions.	Contributes to the work of groups/teams.	Does not work cooperatively with internal and external clients. Problems in working with others in a positive, supportive, and productive way.
CUSTOMER SRVC.	Consider ability to communicate with internal and external clients in a helpful and informative manner.	Sets a high standard for conscientious, courteous, and enthusiastic service to internal and external clients/customers. Anticipates clients needs and delivers services in a consistently timely, accurate, and friendly manner. Takes responsibility for problems and quickly resolves.	Provides internal and external clients with complete and full information in a timely, accurate, and courteous manner. Takes responsibility for problems and provides solutions. Attitude is helpful and courteous.	Services are on-time and accurate.	Services are often not delivered. Consistency and timeliness are problematic. Tends to not take responsibility for actions. Lapses in timeliness, completeness, or taking responsibility for problems.

SUPERVISORY PERFORMANCE FACTORS

NOTE: This matrix is to be used as an aid or set of guidelines when evaluating an employee or team. Its purpose is to give examples which illustrate distinctions between performance factors. CORE EVAL 8/97

PERF. FACTOR	FACTOR DESCRIPTION	LEVEL I PROFILE	LEVEL II PROFILE	LEVEL III PROFILE	LEVEL IV PROFILE
DEFINITIONS		Demonstrates a high degree of expertise and mastery in all aspects of the position.	Fully performs the entire range of duties in a professional manner.	Generally performs essential duties satisfactorily.	Does not perform essential duties in a satisfactory manner.
LEADERSHIP	Setting realistic standards; encouraging efficient, productive performance; providing good managerial example; inspiring enthusiasm for professional goals, interpersonal communication skills, etc.	Tackles tough issues strategically, decisively and fairly. Looks for common purpose in discussions and uses persuasion creatively and effectively to achieve results. Establishes high standards of performance and sets an example for others to follow. Follows through on commitments to others. Acts in an evenhanded manner to all staff.	Addresses difficult issues in a timely and judicious way. Stays cool under pressure, and keeps commitments to others. Is fair to staff and non-biased. Follows through in commitments to others.	Sets adequate standards of performance and a common sense of purpose. Addresses difficult or complex personnel and work problems in a timely way.	Has difficulty in decision making. Performance standards for staff are poorly done or not established at all.
DELEGATING	Consider areas such as utilizing capabilities of people and resources, distributing work, and regulating work flow.	Skilled in delegating assignments effectively, and always acknowledges the contributions of others. Is exceptional in defining roles and assignments to promote maximum efficiency. Collaborates in getting work accomplished based on sensitivity to and understanding of the talents and abilities of staff.	Delegates effectively and is generally clear in defining roles and assignments. Is aware of talents of staff and uses them efficiently.	Delegates duties consistently, fairly, and effectively. Defines roles in the organization.	Delegations are confused, inconsistent and ineffective. Improvement is needed in either micro-managing or taking too distant of a supervisory approach resulting in over/under delegations.
DEVELOPMENT OF SUBORDINATES	Rate aspects such as providing career development resources and offering guidance, communicating priorities, goals, and objectives, giving clear task instructions, and completing performance evaluations for staff.	Through strategic hiring and assignment of duties, builds a diverse, talented and effective team of co-workers. Offers regular and constructive feedback, a complete performance management approach to evaluations, addresses and assists staff with their developmental needs, and challenges staff to grow and develop new skills and abilities.	Provides constructive feedback, regular performance evaluations, and encourages developmental needs of staff. Makes careful decisions on hiring competent staff and the assignment of new duties.	Gives performance related feedback and evaluations according to campus guidelines.	Inattentive to needs of staff. At times, evaluations are missed or incomplete and development needs of staff are overlooked.
MANAGING	Consider areas such as insuring that assignments are completed accurately and on time, setting priorities, goals, and objectives, etc.	Sets clear, effective long and short term goals based on a good understanding of management practices. Establishes realistic priorities within available resources. Excels in managing complex projects and balancing workloads to achieve results. Uses quality management or other ways to continuously create new efficiencies.	Sets clear goals and priorities within available resources. Is able to effectively balance project needs with daily work assignments. Able to achieve key results in a timely way.	Sets satisfactory goals and delineates roles within the organization.	Does not set goals or use resources effectively. Improvement is needed in meeting deadlines, tracking details, and resolving conflicting use of staff and fiscal resources.