



DRAFT

**OKLAHOMA COOPERATIVE
EXTENSION SERVICE**

**PERFORMANCE REVIEW
&
PROFESSIONAL
DEVELOPMENT**

**Extension County
Educators, Area Specialists
& District Program
Specialists**

December 4, 2006

Introduction

The Performance Review Process

The primary purpose of the performance review & development process for the Oklahoma Cooperative Extension Service is to strengthen the professional skills and abilities of extension educators in county offices and area specialists. The review process can improve the educator's job performance by identifying those elements of programming or professional conduct that indicate strength and those where improvement is needed. Performance reviews allow educators and area specialists to gauge how they are progressing in the organization and provide opportunities for discussion between educators and supervisors that create and promote professional development and growth. They also provide administrators opportunity to contribute to educational programming and recognize and reward professional achievement. The overall purpose of a performance review is to build, encourage and promote the highest form of service that an educator can render and simultaneously provide the educator a rewarding professional career through continuous professional growth.

Combined with an honest self-review, the annual performance review determines relative performance compared to established criteria. It also identifies strengths and weaknesses related to job performance and training needs. An effective performance review contributes to the development of personal goals for future performance and professional development.

The performance review focuses on three main areas: *professionalism*, *programming* and *professional development*. The *Performance Review Criteria*, listed on pages 7-10, have a direct link to general position descriptions that include core and functional competencies for extension educators in county offices and area specialist positions.

Performance review is a continuous process that involves long-term plans of work, annual implementation plans, program activity reports, program impact statements, involvement in professional development opportunities, personal observation, peer review and other materials submitted and collected throughout the program year. Overall, performance reviews reflect achievements and behaviors exhibited during the program year and are considered in the context of what is needed for individual and institutional success.

The *Performance Review Criteria* are the standards against which an extension educator's performance is measured and described. Successful educators use innovation and creativity to enhance programs. They demonstrate quality work habits and accomplishments worthy of recognition. Educators complete tasks and projects thoroughly with a consistent work output and manage responsibilities of their position in an effective manner.

If the overall level of performance of an educator fails to sufficiently achieve relevant performance review criteria as determined by the evaluator, the educator is considered to need improvement. Upon that determination a professional improvement plan will be required. Performance will be monitored and progressively evaluated to determine progress toward meeting expectations as outlined in the professional improvement plan.

Unsatisfactory performance is defined as when professionalism and/or job knowledge is consistently inadequate, programming in assigned subject matter areas is consistently unacceptable and fails to fulfill the mission of the Oklahoma Cooperative Extension Service, when the extension educator repeatedly fails to respond to administrative supervision, or the educator fails to satisfy prescribed plans for improvement. In these cases, individuals must respond immediately to prescribed goals for performance improvement if termination is to be avoided.

In cases where misconduct or violation of law or policy are involved, such as, but not limited to, theft, physical assault, sexual harassment, illegal drug use, or other serious concerns where it is deemed that placing an extension educator on a plan of performance improvement would not be in the best interests of the Extension Service, such steps are not required and disciplinary action, including immediate dismissal from employment, may be effected. In such cases, the Office of Human Resources should be consulted prior to taking any such action. Nothing in this document is intended to convey a property or contractual interest in continued employment to any employee, and extension educators, as has been the case under written University policy for many years, are retained on an "at will" basis.

Professional development

The professional development portion of this process focuses on the identification of opportunities for professional growth that provide the tools for enhanced performance, greater job satisfaction and a higher level of meritorious service. This additional goal of the performance review and development process is to enhance professional development ensuring the educator opportunity to grow professionally, be valued for his/her accomplishments and to be fairly rewarded for those accomplishments.

Clearly stated goals for professional development allow administrators to do a better job of providing meaningful feedback to educators and specialists on this subject. Setting clear, attainable, and challenging goals and work objectives allows Extension professionals to focus on results. Professional development goals should be based on strengths and opportunities for growth. They should be stated in terms of performance or behavioral change, rather than awards or similar recognition. Goals should be stated in terms that recognize their effect on programming, professional growth or specific technical capacities of the educator or specialist.

When Performance Reviews Will Be Conducted

Performance review is an ongoing process and should occur at any time during the year that feedback from an extension educator's performance becomes available. Extension educators should not have to wait for the scheduled annual review conference to receive feedback on the quality of their performance. Therefore, extension educators and area specialists are encouraged to frequently communicate to district staff plans and results of program efforts, such as success stories, newsletters, impact statements and other documentation.

The performance & professional development efforts of all educators will be appraised each year. **Annual performance reviews** are of two types. **Formal reviews** are conducted at three-year intervals, annually during the first three years an educator serves in any new assignments, or upon the request of the educator or the district director. **Informal reviews** are conducted in intervening years. The informal review is intended to be a mid-cycle check of progress and accomplishment since the last formal review. Performance reviews will be performed between January 1 and March 30.

Instructions for Extension Educator & County Extension Director Performance Reviews

Preparing for the Review Process

1. Educators are responsible for maintaining an appropriate plan of work, for preparing a monthly timeline based on that plan and for reporting against the timeline each month. Those reports provide the base documentation for performance review.
2. All educators and area specialists are responsible for preparing a self-review and submitting it along with supporting documentation to his/her immediate supervisor for review. Supporting documentation is based upon but not limited to those activities and accomplishments reported on the monthly timeline.

Formal Performance Review of County Educators

1. The CED reviews the educator's self-review and support documentation, prepares his/her review of the educator using the performance review form and schedules a meeting with the educator to conduct an evaluation.
2. Upon completion of the evaluation both the educator and the CED sign the performance review form. (The signatures acknowledge completion of the county-level performance review process but do not imply the agreement of both parties regarding the results of the evaluation.) The CED forwards the self-review, support documentation, and completed evaluation to the district director. Completed reviews are due in the district office by January 1.

3. The district director solicits additional input* and prepares his/her evaluation of the educator using the performance review form. He/she schedules a meeting with the educator to evaluate the educator's performance.
4. Upon completion of the performance review both the educator and the district director sign the evaluation. (The signatures acknowledge completion of the formal evaluation process but do not imply concurrence of both parties regarding the results of the performance review.)
5. The district director provides a copy of the performance review to both the educator and CED. The original performance review document is filed.

Informal Performance Review of County Educators

1. The CED reviews the educator's self-review and support documentation and then schedules a meeting with the educator to discuss their performance.
2. The CED prepares a letter, addressed to the educator, summarizing the major points of that discussion. A copy of the self-review and the letter are forwarded to the district director.
3. The district director follows up as appropriate. A copy of any correspondence and self review is maintained in the district director's files.

Formal Performance Review of County Extension Directors

1. The district director reviews the CED's self-review, solicits additional input* and prepares his/her performance review.
2. The district director schedules a meeting with the CED.
3. Upon completion of the formal performance review, both the CED and the district director sign the evaluation. (The signatures acknowledge completion of the evaluation process but do not imply agreement of both parties regarding the results of the performance review.)
4. The district director provides a copy of the performance review to the CED. Then the district director files the original performance review.

Informal Performance Review of County Extension Directors

1. The district director reviews the CED's self-review and schedules a conference to discuss the CED's performance.
2. The district director prepares a letter, addressed to the CED, summarizing the major points of the discussion.
3. The district director follows up as appropriate. A copy of any correspondence and the self-review is maintained in the district director's files.

Formal Performance Review of Area Specialists

1. The district director reviews the area specialist's self-review and support documentation, solicits additional input from the respective department head and field staff and others as appropriate, and prepares his/her evaluation of

the area specialist using the performance review form. A meeting with the area specialist to review their performance is scheduled.

2. Upon completion of the performance review both the area specialist and the district director sign the evaluation. (The signatures acknowledge completion of the formal evaluation process but do not imply agreement of both parties regarding the results of the performance review.)
3. The district director provides a copy of the performance review to the area specialist. Then the original performance review document is filed.

Informal Performance Review of Area Specialists

1. The district director reviews the area specialist's self-review and support documentation and follows up as appropriate. A copy of any correspondence and self review is maintained in the district director's files.

*Sources of additional input: other extension personnel, local leaders and clientele as appropriate

Performance Review Criteria

Section 1. Professionalism

Professionalism refers to characteristics of extension educators and area specialists in the context of their contribution to the effectiveness of the work environment and the quality and availability of educational programming. Extension educators are expected to exhibit qualities that provide for a safe, cordial and productive learning environment for clientele and workplace for OCES staff.

Professional Conduct

The educator's office decorum is professional, befitting an extension of the university and conducive to serving clientele. Written, oral and electronic communication, for intra-office use and with clientele, reflects forethought and professionalism in purpose and content. The educator is punctual in the keeping of appropriate office hours and at educational extension events. Office time is effectively used for program development, organization, clientele calls, etc. Dress and personal qualities are appropriate for the immediate work environment. Relationships with extension coworkers—including other educators or area specialists, advisory committee members, organization partners, clientele, clerical assistants and program assistants—are cordial and respectful. Commitments are faithfully met for clientele and coworkers. Honest and ethical behaviors and attitudes are practiced at all times. Contact with clientele is respectful, fulfilling and productive. Requests from clientele are addressed in an appropriate, forthright and timely manner.

Teamwork

The educator or area specialist recognizes and respects the resources of OCES and the demands on them, including other educators, specialists and administrators. The educator effectively cooperates with educators in other counties, area, district and state specialists, and administrators in a reciprocal, productive and respectful manner. The educator initiates and cooperates in teamwork efforts, both in programming and facilitation efforts. Personnel, equipment and fiscal resources are managed efficiently.

Compliance with Policy and Procedure

Educators and area specialists complete and submit reports and address special requests promptly relative to deadlines or inquiries from other educators, administrators or program requirements. Use of annual, sick and study leave is appropriate. Knowledge and respect of OCES policy and procedure is consistently demonstrated in all areas of official conduct.

Technical, Programming and Teaching Expertise

Technical, programming and teaching expertise is cultivated in an organized fashion through participation in extension sponsored in-service events, formal educational pursuits, area and state specialist assistance and a constant, conscious effort through self-study to update oneself with current events and research. Technical and teaching expertise is regularly displayed at formal educational gatherings and recognized by clientele. Familiarity with and use of research-based information is demonstrable and evidenced in teaching, printed educational materials, reports, etc. Expertise is exhibited in a manner that garners respect and credibility for educators, coworkers, the local extension office and OCES. Technical knowledge and research data and information are accurately and appropriately applied to situations presented by county clientele. The need for specialized support is recognized, and appropriate assistance is requested to complement the work of county educators and area specialists.

(References: OCES Position Descriptions, November, 1999; OCES Core Competencies for County Extension Educators, Revised April, 1999)

Section 2. Programming

Programming *refers to the quality and quantity of educational activities as well as their design, coordination, implementation, and evaluation.*

Advisory, Needs Assessment and Plan of Work

Needs assessments addressing educational efforts include input from Extension Leadership Teams, Initiative Teams, Program Advisory Councils/Committees, census and other statistical data, solicited input from partners including ancillary extension organizations (e.g., Home and Community Education, Master Gardener), commodity groups, social organizations, relevant governmental agencies, state and area specialists, extension thrust programs, and state and national initiatives. Advisory groups and individuals are actively involved in issue identification, educational program development and resource procurement through frequently planned, formal and informal contact throughout the program year. Leadership development among extension clientele is a priority. Advisory/leadership teams are involved with advocacy activities at the local and state levels, provide leadership development opportunities and assist with relevant resources to pursue community-oriented goals. Plans of work and annual timelines are carefully prepared and clearly written to reflect information acquired through the advisory process, clarified with perceived needs by the educator and recommendations of other area and state specialists. Current research data and information are utilized in program development and teaching to address emerging issues.

Design, Development, Marketing, Promotion, Delivery and Implementation of Programs

County educators and area specialists demonstrate effective teaching skills in presentations including oral, computer and written handouts. A variety of activities are utilized in the conduct of educational programming including meetings, demonstrations, field activities, tours, etc. Mass media such as public television and radio, newsletters, news articles and public displays are frequently incorporated into most educational efforts. Available mass media are also utilized to promote educational programming, as stand-alone educational efforts and as a means to provide information to those target audience members not in attendance at formal gatherings. Grant opportunities are pursued to enhance the conduct of educational programming and specific concerns of clientele in the county.

Educational activities are conducted in strict accordance with the spirit of the county/area plan of work and are appropriately evaluated. Non-plan-of-work activities are of high quality. Cooperative efforts with other educators in the home and neighboring counties are often incorporated in extension programming to allow more efficient use of resources and to attract clientele. Advisory groups and individuals, including volunteers and leadership activity participants, are utilized in significant roles for the conduct of educational activities. Attracting diverse and expanded audiences is a priority, and efforts by the educator can be documented.

Evaluation and Impact Assessment

Evaluation efforts are appropriately conducted for educational events and/or programs in the county. The educator participates in evaluative and impact assessment that may be coordinated by other county, area or state staff. Research data and impact statements are used to directly educate clientele, identify and develop future educational activities, and provide documentation for the promotion of OCES and its mission. County research data contribute to state and federal efforts to garner funding and advisory support.

(References: OCES Position Descriptions, November, 1999; OCES Core Competencies for County Extension Educators, Revised April, 1999)

Section 3. Professional Development & Goals

Professional Development and Goals *refers to those specific activities that contribute to the enhancement of program effectiveness through professional growth as reflected by increased and updated technical expertise and enhanced process skills.*

Educators and area specialists are to actively pursue professional development in the following areas:

- **Updating/Improving Subject Matter Knowledge.** (May include participation in professional meetings, in-service education workshop, reading, research, advanced study, etc.)
- **Improving Skills as an Educator.** (May include training on presentation or public speaking skills, advanced study in adult or youth education, program development, certification, etc.)
- **Increasing Knowledge and Use of Technology.** (May include coursework, tutorials, specialized training, etc.)
- **Improving Individual/Professional Skills** in such areas as leadership, conflict resolution, team building, group dynamics, cultural enhancements. (May include conferences, association meetings/activities, workshops, individualized study, award recognition, etc.)

Performance Review & Development Form

Extension Educator

Date

Title

County/District

Evaluator

Date

Title

Section 1. Comments/Recommendations—Professionalism

On a separate sheet, provide a commentary on the educator's performance, behavior and representation of OCES that contribute to the effectiveness of the extension work environment and to the quality and availability of educational programming. Include the following sub-categories in your narrative: professional conduct; teamwork; compliance with policy and procedures; and technical, programming and teaching expertise. (Append attachments as desired.)

Section 2. Comments/Recommendations—Programming

On a separate sheet, describe the quality and quantity of educational activities as well as their design, coordination, implementation, and evaluation. Programming is dependent on the responsibilities of the educator that contribute to advisory and leadership relationships with clientele and co-workers. Be sure to include the three following sub-categories in your narrative: advisory, needs assessment and plan of work; design, development, marketing, promotion, delivery and implementation of programs; and evaluation and impact assessment. (Append attachments as desired.)

Section 3. Comments/Recommendations—Goals and Professional Development

Enumerate those educational and leadership activities and professional relationships that contribute to the enhancement of program effectiveness and educator expertise. In a narrative format describe

- (1) how all professional development opportunities are utilized in programming,
- (2) how professional development is relevant to the five-year plan of work,
- (3) how professional development relates to the needs assessment of county clientele and other extension educators, and
- (4) how the professional development plan relates to long-term professional goals.

Activities/Plans for continued professional growth during the next performance review & development period. (This section may be completed jointly by the person being evaluated and the evaluator.)

Evaluator types statement here.

Additional Comments

Educator (use as much space as needed)

Evaluator (use as much space as needed)

I acknowledge that I have seen this evaluation. I understand that I may make a written statement in the “Additional Comments” section or submit written comments to the district director within ten working days of receipt of this correspondence.

Extension Educator

Date

I acknowledge the signature of the educator being evaluated.

Evaluator and Title

Date

PERFORMANCE REVIEW & PROFESSIONAL DEVELOPMENT

County Extension Directors

County Extension Director Performance Review Criteria

Introduction

The purpose and intent of the separate and specific review of the county extension director (CED) is to focus on those skills and attributes germane to the position. This document is intended as an addendum to the CED's evaluation as an educator. Its weight is equivalent to the percentage of administrative responsibility specified in the position description.

The CED provides administrative leadership for all aspects of the county/unit extension program operations including personnel management, staff development, affirmative action, civil rights, fiscal management, budget development, facilities and equipment, technology, marketing and public relations. The CED is administratively accountable to the district extension director for all assigned administrative and supervisory matters in the county/unit and is responsible for compliance with all policies, procedures and regulations relating to the operation of the total extension program in the county.

CED Performance Review Criteria

Administrative and Fiscal Management *refers to duties and skills of a county/unit extension director in dealing with day-to-day management of the office, Civil Rights compliance and securing fiscal resources for the continued operation of the office.*

The CED is fully informed about the county financial condition and trends in revenue and expenditure. The CED aggressively pursues county funding according to the financial condition of the county. A plan was developed and followed to involve staff and county leadership in keeping budget decision makers informed of accomplishments, plans and needs. The CED followed all approved fiscal policies and procedures. The CED provided leadership in civil rights compliance and in efforts toward meeting affirmative action goals for program participation. The CED keeps the staff informed of changes in civil rights policies, notifications and scheduled reviews. Administrative policies, reporting guidelines, program planning strategies and special recommendations for the county are followed. The CED provides oversight for all advisory committee activity. The CED develops and maintains positive relationships with county leadership (county commissioners, civic group leadership and other potential partners in community-based educational programs). The CED is responsible for reports and responding to requests of information as required by the district and state extension offices.

Personnel Management *refers to duties and skills of a county/unit extension director in dealing with professional and support staff position supervision, coordination and communication.*

The CED establishes and maintains positive professional relationships and effective office management procedures. The CED holds weekly staff conferences and maintains suitable communication procedures to keep staff informed on extension issues. The CED assists staff in identifying in-service education and professional development needs and support opportunities that meet those needs. The CED assures full compliance with and support for all federal and state laws, rules and guidelines regarding nondiscrimination in employment. The CED provides oversight of the quality and quantity of educational programming in the county. The CED provides leadership for following employment guidelines and completing paperwork when filling vacant support positions. The CED provides input to the district extension director regarding annual performance review for all county extension personnel.

Performance Review Form

County Extension Director

County Extension Director

Date

Title

County

Evaluator

Date

Title

LEADERSHIP SKILLS

Provide a brief summary of leadership performance as related to each area of responsibility below. Attach additional sheets as needed. Provide additional documentation as appropriate.

Section 1. Comments/Recommendations — Administrative and Fiscal Management

Section 2. Comments/Recommendations — Personnel Management

PLANS FOR CONTINUED PROFESSIONAL GROWTH AND DEVELOPMENT

Section 1. Statement of career goals and aspirations

(To be completed by the CED.)

Section 2. Plans for professional growth during the next performance review period

(To be completed by the CED with input from the district director.)

ADDITIONAL COMMENTS

CED (Attach additional sheets as needed)

District Extension Director (Attach additional sheets as needed)

I acknowledge that I have seen this evaluation. I understand that I may make a written statement in the “CED Comment Section” or submit written comments to the district extension director within ten working days of receipt of this correspondence.

County Extension Director

Date

I acknowledge the signature of the individual being evaluated.

District Extension Director

Date

Confidential

Submitted to District Extension Director by January 1

PEER REVIEW

(Reviews performance for the immediate past program year, January 1 to December 31)

Any county extension educator or area specialist may have input on a co-worker's professional contribution to the total program by completing and submitting this form.

EXT. EDUCATOR BEING APPRAISED COUNTY/DISTRICT POSITION

1. Describe how effectively the extension educator or area specialist cooperates, communicates and provides support to county clientele and to other county staff.

2. Describe the professional competence of the extension educator as it relates to meeting job responsibilities.

3. Describe the extension educator's initiative in developing and implementing a total program in their assigned county or area.

4. Describe other areas of professionalism in which the educator does very well and those areas that need improvement.

Reviewing Extension Educator Date