

## PERFORMANCE APPRAISAL REPORT MANAGERS

Employee: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_

School/Department: \_\_\_\_\_

Purpose of Appraisal:

Probationary       Permanent       Employee Request       Employer Request

**Instructions:** After discussion occurs between the employee and supervisor regarding the various performance competencies, the rating scale is completed by the supervisor. Both the employee and the supervisor should sign and date the form. The employee receives a copy of the form and the supervisor forwards the original to the HR Department for the employee's Personnel File.

### Evaluations:

1. Beginning - Identifiable performance characteristics reflecting a beginning level of performance
2. Developing - Identifiable performance characteristics reflecting development and movement towards a high level of performance
3. Accomplished - Identifiable performance characteristics reflecting a consistently high level of performance
4. Exemplary - Identifiable performance characteristics reflecting mastery of performance

Rating

1. *Beginning - Identifiable performance characteristics reflecting a beginning level of performance*
2. *Developing - Identifiable performance characteristics reflecting development and movement towards a high level of performance*
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4. *Exemplary - Identifiable performance characteristics reflecting mastery of performance*

<b>Section 1 - Communication</b>	<b>Rating</b>
Displays effective listening skills, seeking clarification appropriately and as necessary.	Choose an item.
Conveys written and/or oral information in a complete, clear and concise manner.	Choose an item.
Maintains open lines of communications and is accessible.	Choose an item.
Works cooperatively and respectfully with Board staff/ students as well as community stakeholders and outside agencies (displaying tact, adaptability and flexibility).	Choose an item.
Models appropriate problem solving and conflict resolution.	Choose an item.
Understands and respects the need for confidentiality where appropriate.	Choose an item.
Demonstrates positive working relations with departmental and interdepartmental co-workers.	Choose an item.

Comments

[Click here to enter text.](#)

<b>Section 2 - Professionalism</b>	<b>Rating</b>
Demonstrates personal integrity and ethical behaviour in duties.	Choose an item.
Treats others with dignity and respect.	Choose an item.
Projects a positive attitude and image.	Choose an item.
Demonstrates a respect for the Board's guiding principles, goals and values.	Choose an item.
Supports the Board's interventions, departmental plans, and understands their role.	Choose an item.
Knows and follows relevant legislation, policy and procedure.	Choose an item.
Demonstrates respect for the Board's resources.	Choose an item.
Demonstrates general and technical skills and expertise to perform the job effectively and efficiently.	Choose an item.
Demonstrates a commitment to duties.	Choose an item.

Comments

[Click here to enter text.](#)

Rating

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<b>Section 3 - Leadership: Setting Directions</b>	<b>Rating</b>
Builds a shared vision in the Department.	Choose an item.
Models the vision.	Choose an item.
Inspires others to carry the vision forward.	Choose an item.
Leads change.	Choose an item.
Models creativity and innovation.	Choose an item.
Works with others to create a positive climate.	Choose an item.
Demonstrates commitment to goal setting.	Choose an item.

**Comments**

[Click here to enter text.](#)

<b>Section 4 - Leadership: Developing People and the Organization</b>	<b>Rating</b>
Develops staff induction strategies.	Choose an item.
Fosters a mentoring environment.	Choose an item.
Fosters cooperation among staff.	Choose an item.
Engages staff in professional learning.	Choose an item.
Builds a collaborative learning team.	Choose an item.
Models confidence and optimism.	Choose an item.
Celebrates achievements of individuals and teams.	Choose an item.
Fosters positive interpersonal relationships.	Choose an item.
Demonstrates sensitivity to the feelings of others.	Choose an item.
Supervises staff effectively.	Choose an item.
Encourages leadership development in others.	Choose an item.

**Comments**

[Click here to enter text.](#)

Rating

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<b>Section 5 - Leadership: Securing Accountability</b>	<b>Rating</b>
Shows enthusiasm for Board goals.	Choose an item.
Collaboratively creates department goals aligned with the Board's strategic plan.	Choose an item.
Connects performance appraisals to Department and Board goals.	Choose an item.
Effectively monitors staff performance.	Choose an item.
Uses rich data to assess department effectiveness in a timely manner.	Choose an item.
Meets commitments and ensures others do as well.	Choose an item.
Takes responsibility for department results.	Choose an item.
Demonstrates ability to implement initiatives.	Choose an item.

Comments

[Click here to enter text.](#)

<b>Section 6 - Competencies for Organizational Skills</b>	<b>Rating</b>
Recognizes and reports potential safety hazards.	Choose an item.
Demonstrates effective use of technology.	Choose an item.
Identifies priorities and implements action plans to address them.	Choose an item.
Follows Board operational processes and continually delivers efficient and high quality service.	Choose an item.
Efficiently and effectively maximizes the use of available resources.	Choose an item.
Possesses flexibility to modify schedule in order to meet changing needs and /or priorities.	Choose an item.
Respects the time of others.	Choose an item.

Comments

[Click here to enter text.](#)

Rating

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<b>Section 7 - Competencies for Professional Growth/Balance</b>	<b>Rating</b>
Demonstrates a commitment to achieving balance between professional responsibilities and personal life.	Choose an item.
Keeps up-to-date on developments in their field in order to ensure the best possible information with which to address and consider emerging issues.	Choose an item.
Participates in ongoing personal and professional development and training.	Choose an item.

**Comments**

Click here to enter text.

## SUMMATIVE EVALUATION

### Overall Level of Performance

- Beginning - Identifiable performance characteristics reflecting a beginning level of performance
- Developing - Identifiable performance characteristics reflecting development and movement towards a high level of performance
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### Professional Growth Goals and Strategies (2-3)

[Click here to enter text.](#)

### Supervisor's Comments:

[Click here to enter text.](#)

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

### Employee's Comments (optional):

[Click here to enter text.](#)

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date