



# STAFF PERFORMANCE EVALUATION





**STAFF PERFORMANCE EVALUATION FORM**  
**(COMPLETED BY SUPERVISOR)**

<b>EMPLOYEE NAME</b>	
<b>PSID</b>	
<b>POSITION TITLE</b>	
<b>DEPARTMENT</b>	
<b>EVALUATOR'S NAME</b>	
<b>REVIEW PERIOD</b>	

**SECTION 1: AREAS OF RESPONSIBILITIES**  
**(60% OF OVERALL RATING)**

This section focuses on the successful accomplishment of the duties/responsibilities as described in the job description and/or as expected by the supervisor. The supervisor must provide a rating for each item listed in the job description. If the employee is no longer performing a specific responsibility as noted on the job description, the supervisor should put N/A. It will not impact the employee's rating. The supervisor must ensure the job description is updated. It is critical for the job description to accurately reflect the employee's responsibilities.

*EP: Exceptional Performance (exceeds expectations)*

*SP: Successful Performance (meets expectations)*

*DP: Developing Performance (sometimes meets expectations, but not all)*

*US: Unsatisfactory Performance (fail to meet expectations on multiple critical areas)*

Duties/Responsibilities in Job Description	Rating

<b>Duties/Responsibilities in Job Description</b>	<b>Rating</b>

<b>Duties/Responsibilities in Job Description</b>	<b>Rating</b>

**SECTION 2: GOALS FOR THIS REVIEW PERIOD**  
**(20% OF THE OVERALL RATING)**

This section should list the top three goals (individual or department) developed jointly by the employee and supervisor at the beginning of this review period. The goals should follow SMART:

- *Specific, clear, and understandable*
- *Measurable, verifiable and results-oriented*
- *Attainable, yet sufficiently challenging*
- *Relevant to the mission of the department or the University*
- *Time-bound with a schedule and specific milestones.*

If there were circumstances outside the employee’s control that caused a goal to not be achievable, please note what those mitigating circumstances were.

Goals for This Review Period		Results	
1.		<input type="checkbox"/> Achieved	<input type="checkbox"/> Not Achieved
		If not achieved, list any mitigating circumstances outside the employee’s control:	
2.		<input type="checkbox"/> Achieved	<input type="checkbox"/> Not Achieved
		If not achieved, list any mitigating circumstances outside the employee’s control:	
3.		<input type="checkbox"/> Achieved	<input type="checkbox"/> Not Achieved
		If not achieved, list any mitigating circumstances outside the employee’s control:	

**SECTION 3: CORE COMPETENCIES/EXPECTED BEHAVIORS**  
**(20% OF OVERALL RATING)**

Gallaudet University expects certain competencies and behaviors from all employees. These competencies/behaviors are listed below. At the end of the review period, the supervisor will indicate whether or not the employee demonstrated these behaviors. For examples of the behavior expected at each level of rating, please see *Staff Performance Management* on the Human Resources webpage. If any of the expected behaviors are identified as “Development Needed”, the supervisor and employee must identify a plan to improve the behavior.

**TRANSPARENCY AND CONDUCT**

Core Competencies/Expected Behavior	Overall Rating/Justification
Employee communicates in a direct, professional and honest manner.	
Employee is open to constructive feedback and asks appropriate questions.	
Employee is respectful of guidelines, policies, procedures and confidentiality.	
Employee listens attentively and openly to the ideas, suggestions and concerns of others.	

**PROBLEM-SOLVING**

Core Competencies/Expected Behavior	Overall Rating/Justification
Employee is sensitive to different perspectives and resolves conflict constructively.	
Employee prioritizes appropriately and produces work that is comprehensive in scope, complete in detail and accurate in content.	
Employee develops sound, timely and practical solutions to daily challenges and unique conflicts.	
Employee delivers an appropriate level of follow-through for problems and sees issues to a resolution.	

### SHARED LEADERSHIP

Core Competencies/Expected Behavior	Overall Rating/Justification
<p>Employee sets priorities and aligns individual goals with group goals in support of the department, division and/or University mission, goals and values.</p> <p>Employee willingly shares ideas and information and provides assistance to others.</p> <p>Employee takes responsibility for decisions and consequences.</p> <p>Employee meets established deadlines and effectively uses work time to achieve goals and objectives.</p>	

### UNITY AND COLLABORATION

Core Competencies/Expected Behavior	Overall Rating/Justification
<p>Employee commits to department objectives and respects decision-making structures, even while holding a dissenting viewpoint.</p> <p>Employee participates in achieving department goals and objectives and works effectively with other colleagues at the University.</p> <p>Employee demonstrates sufficient competency and understanding of all aspects of the position to perform the functions effectively and safely and is able to disseminate that knowledge as appropriate.</p> <p>Employee establishes and develops collaborative relationships with others in the University community.</p>	

### INCLUSIVE EXCELLENCE

Core Competencies/Expected Behavior	Overall Rating/Justification
<p>Employee demonstrates a commitment to diversity and inclusion.</p> <p>Employee is respectful of different interpersonal, leadership, work styles and lifestyles.</p> <p>Employee is appreciative of the contributions of other members of the community.</p> <p>Employee interacts professionally and effectively with various individuals (both internal and external) in both routine and non-routine situations.</p>	

## **INNOVATION/COMMUNITY SPIRIT**

<b>Core Competencies/Expected Behavior</b>	<b>Overall Rating/Justification</b>
<p>Employee anticipates and makes necessary changes to meet department and University goals.</p> <p>Employee identifies new and/or creative techniques, technologies or processes to improve institutional effectiveness.</p> <p>Employee demonstrates a commitment to self-development and continuous learning.</p> <p>Employee seeks to contribute to the Gallaudet community through volunteering (such as with Gallaudet Staff Council, advising student organizations, etc.).</p>	

## **BILINGUALISM**

<b>Core Competencies/Expected Behavior</b>	<b>Overall Rating/Justification</b>
<p>Employee demonstrates a commitment to the bilingual mission for all linguistic functions of life, work, and learning that the University requires.</p> <p>Employee shows respect for the Deaf community and an understanding of their cultural values.</p> <p>Employee seeks to continue improving their fluency in American Sign Language and written English.</p> <p>Employee makes effort in creating a bilingual environment for all in different settings</p>	



**SECTION 4: ACHIEVEMENTS AND AREAS FOR  
IMPROVEMENT/GROWTH**

In the space below, employees and supervisors can provide feedback on ratings above, acknowledge significant strengths and achievements seen during the review period, note plans for further development of those strengths and/or document plans to improve any behaviors identified as “Needs Improvement” (Development Needed).

*Achievements: Briefly describe the employee’s most significant strengths and accomplishments during this review period.*

*Areas for Improvement/Growth: Indicate areas in which an employee should expand competencies and/or address professional shortcomings. Additionally, provide a brief description of a development plan to support achievement (supervisor’s role, resources, etc.)*

**SECTION 5: GOALS FOR THE NEXT REVIEW PERIOD**

This section should list those goals and objectives developed jointly by the employee and supervisor at the end of this review period to be achieved during the next review period. There should be a minimum of three goals. The goals should follow SMART:

- *Specific, clear, and understandable*
- *Measurable, verifiable and results-oriented*
- *Attainable, yet sufficiently challenging*
- *Relevant to the mission of the department or the University*
- *Time-bound with a schedule and specific milestones.*

Goals for the Next Review Period (Minimum of three is required)	
1.	
2.	
3.	
4.	
5.	

## **SECTION 6: PROFESSIONAL DEVELOPMENT PLAN**

Identify any experience or learning opportunities that will support the employee's professional development and high-level performance. Include training, competency development and other efforts. These should be suggestions for things that might be beneficial but not things that the employee will be required to complete. Be as specific as possible. For instance, if available, list course titles/dates, position titles for cross-training efforts or committees to consider.

For example:

- Take a credit or non-credit course (list course and provider if possible)
- Attend a seminar in the community (list title and location if possible)
- Use research to develop process improvements (specify sources and methods)
- Attend meetings to become more familiar with community partners (specify dates, times, etc.)
- Cross train with others to gain increased knowledge in technical areas within the unit (specify persons/positions and knowledge to be obtained)
- Attends and/or facilitates professional development and training sessions

*Please enter any detailed professional development plan information here:*

## SECTION 7: FINAL COMMENTS AND SIGNATURES

*Overall Rating:*

- EP: Exceptional Performance (exceeds expectations)
- SP: Successful Performance (meets expectations)
- DP: Developing Performance (sometimes meets expectations, but not all)
- US: Unsatisfactory Performance (fail to meet expectations on multiple critical areas)

*Supervisor: Please enter any summative and/or final comments below.*

*Employee: Please enter any summative and/or final comments below.*

- I agree with the contents of this evaluation.
- I do NOT agree with the contents of this evaluation (explain why above or attach additional records.

I understand that my signature only acknowledges discussion and receipt of this evaluation and does not necessarily imply my agreement.

Employee Signature	Date
Supervisor Signature	Date
Unit or Senior Administrator Signature	Date
Human Resources (hr@gallaudet.edu)	Date