Performance Appraisal System

Extension Agent
2013 Performance Summary

Name _____________________ County ____________

LOOK INSIDE

LISTED ARE ITEMS TO CONSIDER FOR EACH DOMAIN...
This will help you to complete the "Agents Summary" for each of the five domains.
Educational Effectiveness and Quality – OUTCOME PROGRAMS

The core of Extension efforts lies in the design, delivery, and impact of educational programs. Outstanding educational programs include a comprehensive educational plan, appropriate program delivery, proper evaluation techniques, and program interpretation involving program committee members, clientele, and key community stakeholders in all phases. Extension educators should use a variety of available resources, creative and innovative methods, and technologies to create a quality learning environment using effective teaching techniques. Extension Agents must always consider affirmative action and provisions for the standards set forth by the Americans with Disabilities Act (ADA). Extension Agents must use appropriate evaluation tools and techniques to review, enhance and determine outcomes in educational programs. The Extension Agent must be effective, timely and complete in reporting and marketing efforts. They must also interpret outcomes to local stakeholders and key leaders.

Domain Performance Outcomes: Discuss each of these points in the agent’s summary: (A copy of the Outcome Program Summary can be attached or pasted in lieu of completing this section. For more detail, see Appendix D.)

- **Relevance/Issue Description.** Include scope and severity of the issue. Provide justification for why plan was conducted. Is it a base/traditional program or TCFF issue? Include listing of PAC’s/task force/LAB or other volunteer groups involved in the program development process.

- **Identify target audience.**

- **Response or what educational activities, events, and or experiences were delivered to address this issue?** What were the methods used – mass media, conferences, field days, series, workshops, result demonstration, etc.?

- **Identify marketing efforts.**

- **Partners and/or collaborators involved in the program and their role.**

- **Evaluation strategy and efforts.** Include what formal evaluation instrument was utilized? (Needs assessments, base data, pretest, post test, pre/post, retro respective, etc.)

- **Results:** What happened as a result of this program? Document the targeted audience’s changes (knowledge, skills or adoption) as a result of the educational program. Economic impacts (dollars saved or earned) should be emphasized if possible.

- **Interpretation efforts.** Who and how were the program results interpreted? Include key leaders, stakeholders, commissioner courts, school board, civic clubs, etc.
**Agent's Summary:**

<table>
<thead>
<tr>
<th>ITEMS TO INCLUDE IN SUMMARY…</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Outcome Program</strong> information ONLY!</td>
</tr>
<tr>
<td>- Audience targeted;</td>
</tr>
<tr>
<td>- Quality/Quantity of methods utilized (seminars, short courses, tours, meeting series, newsletters, mass media, individual contacts, etc…);</td>
</tr>
<tr>
<td>- Outcome program plan evaluation showing measurable results (behavior change/adoption of best practice or new technology, changes in attitudes, development of skills and/or increase in knowledge);</td>
</tr>
<tr>
<td>- Measurable results from any other activity;</td>
</tr>
<tr>
<td>- Extension marketing &amp; Extension interpretation events (purposely developed for each outcome);</td>
</tr>
<tr>
<td>- Extension support group involvement (LAB/EPC, program area committees, task forces, coalitions, etc…);</td>
</tr>
<tr>
<td>- External support group involvement (ISDs, Farm Bureau, TDA, service/civic clubs, faith-based, etc…);</td>
</tr>
<tr>
<td>- Application of technology;</td>
</tr>
<tr>
<td>- Involvement of minorities, limited resource clientele, new audiences;</td>
</tr>
<tr>
<td>- Evidence of agent (YOU) taking an active teaching role;</td>
</tr>
<tr>
<td>- Result Demonstration/applied research/case studies;</td>
</tr>
<tr>
<td>- Stakeholder involvement including elected/appointed officials.</td>
</tr>
</tbody>
</table>
Supervisors' Summary:

Goals for Progress:

Rating of county faculty member's performance:

- Exceeds performance expectations
- Meets performance expectations
- Does not meet performance expectations related to:

NOTE: An agent will be assigned a composite rating of “Unsatisfactory and Unacceptable Performance” if performance expectations are not met under this domain.
Educational Effectiveness and Quality – OUTPUT PROGRAMS

The core of Extension efforts lies in the design, delivery, and impact of educational programs. Outstanding educational programs include a comprehensive educational plan, appropriate program delivery, proper evaluation techniques, and program interpretation involving program committee members, clientele, and key community stakeholders in all phases. Extension educators should use a variety of available resources, creative and innovative methods, and technologies to create a quality learning environment using effective teaching techniques. Extension Agents must always consider affirmative action and provisions for the standards set forth by the Americans with Disabilities Act (ADA). Extension Agents must use appropriate evaluation tools and techniques to review, enhance and determine outcomes in educational programs. The Extension Agent must be effective, timely and complete in reporting and marketing efforts. They must also interpret outcomes to local stakeholders and key leaders.

**Domain Performance Outcomes:** Provide highlights for each output program where you were the lead agent. Bullet statements with brief explanations are appropriate. (For more detail, see Appendix D.0)

- *Output plan title and planning group involved*

- *Educational program events and methods conducted*

- *Evaluation results – customer satisfaction survey or other informal and formal methods.*
 ITEMS TO INCLUDE IN SUMMARY…
 - Output Program information.
 - Audience targeted;
 - Quality/Quantity of methods utilized (seminars, short courses, 
tours, meeting series, newsletters, mass media, individual 
contacts, etc…);
 - Output program plan evaluation showing measurable results 
(target audience’s feedback and satisfaction/usefulness levels);
 - Measurable results from any other activity;
 - Extension marketing & Extension interpretation events;
 - Extension support group involvement (LAB/EPC, program area 
committees, task forces, coalitions, etc…);
 - External support group involvement (ISDs, Farm Bureau, TDA, 
service/civic clubs, faith-based, etc…);
 - Application of technology;
 - Involvement of minorities, limited resource clientele, new 
audiences;
 - Evidence of agent (YOU) taking an active teaching role;
 - Result Demonstration/applied research/case studies;
 - Stakeholder involvement including elected/appointed officials.
Supervisors' Summary:

Goals for Progress:

Rating of county faculty member's performance:

- Exceeds performance expectations
- Meets performance expectations
- Does not meet performance expectations related to:

NOTE: An agent will be assigned a composite rating of “Unsatisfactory and Unacceptable Performance” if performance expectations are not met under this domain.
**Program and Organizational Support**

Program and organizational support depend greatly upon appropriate use and proper management of human and material resources to enhance educational programming and program outcomes of Texas AgriLife Extension Service and the Cooperative Extension Program.

**Human resources**, including the knowledge and skills of the entire Extension faculty as well as our support staff, paraprofessional staff, volunteers, and others play a vital role in the planning and implementing of county Extension programs. The ability to plan, train, utilize, evaluate, and allocate or manage human resources are examples of skills and actions that should be identified and coordinated for program achievement.

**Material resources**, which may include funding, equipment, and supplies for Extension program needs can often be found from external sources such as grants and donations through organizations, foundations, charitable trusts, businesses, government, or private citizens. Internal sources such as county and/or state Extension budgeted funds are also available and should be reviewed annually by the total county Extension faculty and staff to determine fair and equitable distribution according to program needs and goals. In the course of soliciting program and organizational support, Extension faculty must assure that those groups and organizations solicited do not in any way discriminate on the basis of socioeconomic level, race, color, sex, religion, or national origin.

**Domain Performance Outcomes**: Discuss each of these points in the agent's summary. (For more detail, see Appendix D.)

- **Human resources**: Number of volunteers (adult and 4-H) and how they are managed, recruited, trained, involved and recognized, and dollar value for their time volunteered. Include number of "screened" volunteers. Discuss management of support staff (secretaries, paraprofessional, etc.).

- **Material resources**: External donations (funds and equipment), grant management and support, gifts, sponsorships, etc. Internal sources such as funding support provided by county commissioners court (report increased and/or decreased funding level as compared to previous year budget).
Agent's Summary:

**ITEMS TO INCLUDE IN SUMMARY...**
- County Budget Management (+/- in salary, travel, operating expenses, etc.... Also CB-5, Certificate of Expenditures, etc. completed and submitted to DEA within timeline);
- Management of accounts important to the function of Extension activities/programs (support group fund reports; 4-H Council, LAB/EPC, program area committees, taskforces, etc...);
- Grants obtained/managed to enhance Extension educational efforts;
- Sponsor/collaborator support of Ext. activities/program/events (List sponsor/collaborator amounts/in-kind);
- Collaborators (list);
- Volunteer utilization (recruitment/training/involvement/recognition), club management, result demonstrator cooperators, EEA clubs, etc...);
- Involvement of other agents (multi-disciplinary/interdisciplinary; multi-county/regional/state level involvement);
- Involvement of support staff;
- Involvement of district/state Extension specialist;
- Involvement of elected/appointed officials;
Supervisors' Summary:

Goals for Progress:

Rating of county faculty member's performance:

- ☐ Exceeds performance expectations
- ☐ Meets performance expectations
- ☐ Does not meet performance expectations related to:
Cooperation and Coordination

Establishing effective working relationships with co-workers, colleagues, supervisors, volunteers, clientele, key community leaders, TAMUS system partners, institutions of higher education, Cooperative State Research, Education, and Extension Service partners, county and state agencies and organizations, stakeholders, and people in the political arena is critical to the success and enhancement of a visible and viable Extension Program. The identification, development, and involvement of teams/partners/collaborators are examples of the behavior, skills, and actions necessary for the domain of cooperation and coordination. Cooperation and coordination significantly impacts the desired program outcome results and increase the effectiveness of Extension and the county faculty members.

**Domain Performance Outcomes:** Discuss each of these points in the agent's summary. (For more detail, see Appendix D.)

- **Collaborator/partnership** - List and describe relationship of all major external collaborators and partners utilized in Extension programming. Example: local, county, state and federal agencies, stakeholders, local and county organizations and clubs, private businesses, agribusinesses, financial institutions etc. List all Extension organizations and membership enrollments (4-H clubs, master volunteer groups, TEEA clubs, study groups, etc.)

- **Teamwork:** Highlight examples of effective teamwork with co-workers, peer Extension agents, supervisors, etc. Highlight examples of interdisciplinary programming (LAB, Youth Board, PAC, 4-H cluster programming etc.).

- **New Audiences:** Identify new audience(s) reached by Extension programming during the past program year.
## Agent's Summary:

<table>
<thead>
<tr>
<th>ITEMS TO INCLUDE IN SUMMARY…</th>
</tr>
</thead>
<tbody>
<tr>
<td>- External partnerships/collaborators (list);</td>
</tr>
<tr>
<td>- Multi-county programming and interdisciplinary/multi-disciplinary programming efforts;</td>
</tr>
<tr>
<td>- Interpersonal skills (enthusiasm for the job, work habits, conflict management, mentoring skills);</td>
</tr>
<tr>
<td>- Cooperation with co-workers, other agents, volunteers, etc….;</td>
</tr>
<tr>
<td>- Office/staff conferences held;</td>
</tr>
<tr>
<td>- LAB issue validations and implementation of programs to address issues.</td>
</tr>
<tr>
<td>- Extension interpretations conducted with elected/appointed officials (legislators, commissioners’ court members, county department heads, key stakeholders, etc…);</td>
</tr>
<tr>
<td>- New audiences reached;</td>
</tr>
<tr>
<td>- New partnerships formed/obtained;</td>
</tr>
<tr>
<td>- Use of Extension organizations (4-H, EEA, master volunteer programs, study groups, etc…).</td>
</tr>
</tbody>
</table>
**Supervisors' Summary:**

**Goals for Progress:**

**Rating of county faculty member's performance:**

- ☐ Exceeds performance expectations
- ☐ Meets performance expectations
- ☐ Does not meet performance expectations related to:
Personal Development of Knowledge, Skills, and Behaviors

The future of Texas AgriLife Extension Service and the Cooperative Extension Program depend upon the effectiveness of our employees. To maintain and enhance professional competence, county faculty members should participate in staff development efforts such as in-service training, graduate study, professional organizations, and externally-sponsored training.

As professionals, Extension agents are expected to participate in applied research, creative activities, intellectual and scholarly work whose significance is validated by peers and shared with other professionals. Effective agents interpret and integrate research-based knowledge from multiple sources including current events, professional publications, workshops, seminars, and professional affiliations, bringing new insights to issues.

The success of our organization also depend on employees who have a clear understanding of the organizations' mission and vision, and who are willing to accept additional leadership assignments that contribute to the mission and vision.

**Domain Performance Outcomes**: List the major efforts for each of these points in the agents's summary.

- Professional development training (Extension and External)
- Graduate Study - Include hours/courses and status of timeline for completion
- Professional organizations membership, leadership and recognition
- Scholarly contributions (publications, fact sheets, newsletters, web pages, handbooks, etc.)
- Career Ladder Status and plans for promotion
- District/State Extension committee leadership and involvement.
ITEMS TO INCLUDE IN SUMMARY...

- Participation in professional development activities (internal and/or external) - list;
- Graduate study work;
- CEUs;
- Professional organization involvement;
- Professionalism exhibited (attitude, personal conduct, appearance, work ethic, etc...);
- Scholarly contributions (publications developed, fact sheets, website contributions, educational exhibits/ppts, newsletters, etc...);
- Career ladder status including dossier updates;
- District/state committee involvement;
- Awards/honors and other recognitions received;
- Involvement in county/community activities/organizations (give examples).
Supervisors' Summary:

Goals for Progress:

Rating of county faculty member's performance:

- Exceeds performance expectations
- Meets performance expectations
- Does not meet performance expectations related to:
Overall Evaluation of Extension Agent

County Faculty Member

Job Title

Period of Review

Supervisor Conducting Review

Date of Review

Rating of county faculty member's overall performance:

- **Exceeds Performance Expectations:** Consistently exceed standards of performance. Outstanding performer. Takes Initiative. Consistently uses motivation and creativity to enhance program. Clearly exceeds performance expectations on some of the most difficult and complex facets of the job.

- **Meets Performance Expectations:** Meets acceptable standards of performance. Good performer. Completes projects and tasks thoroughly and has consistent output of work. Manages responsibilities of the position in an effective manner.

- **Not All Performance Domains Were Met:** This rating will be assigned if the individual evaluation of any domain is "Does Not Meet Performance Expectations." Action must be taken for improvement.

- **Unsatisfactory and Unacceptable Performance:** Job knowledge is inadequate, programming in subject matter is not complete and fails to fulfill the mission of the organization. *Individual Improvement Plan* will be initiated.

**Summary:**

<table>
<thead>
<tr>
<th>Extension Agent Signature</th>
<th>Date</th>
<th>Supervisor's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviewing Administrator’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviewing Administrator’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://countyprograms.tamu.edu/cpoadmin.htm