



## EXTRA-CURRICULAR EVALUATION FORM

EMPLOYEE NAME \_\_\_\_\_

POSITION \_\_\_\_\_ LOCATION \_\_\_\_\_

Consider the ratings listed below in relationship to the following dimensions that have been identified. Please indicate your rating by using the scale below:

4 – NO DIFFICULTIES  
3 – MINOR DIFFICULTIES

2 – LIMITED DIFFICULTIES  
1 – SEVERE DIFFICULTIES

\_\_\_\_ **COOPERATION/CONTROL** Establishes procedures to monitor and regulate activities of students. Takes action to control the behavior of students. Maintains effectiveness in varying learning or working environments during changes of task, responsibilities or relationships.

\_\_\_\_ **PLANNING AND ORGANIZING** Establishes a course of action for self and students; plans proper assignments; and utilizes resources in an appropriate manner.

\_\_\_\_ **DECISIVENESS/JUDGMENT** Readily makes decisions, renders judgments, takes action, or makes commitments. Develops alternative courses of action for self/students and makes decisions that are based on logical assumptions and that reflect factual information.

\_\_\_\_ **LEADERSHIP** Utilizes appropriate interpersonal styles and methods in guiding students or peers toward task accomplishment.

\_\_\_\_ **INITIATIVE** Actively attempts to influence events to achieve goals; self-starting rather than passive acceptance. Takes action to achieve goals; originates action, if appropriate.

\_\_\_\_ **ANALYSIS** Relates and compares data from different sources, identifying issues, securing relevant information, and identifying relationships.

\_\_\_\_ **TOLERANCE FOR STRESS** Demonstrates stability of performance under pressure and/or opposition to ideas, maintains high level of performance under pressure due to: time deadlines; difficult working environment; schedule disruptions; too many responsibilities; and problems in coordination with others.

\_\_\_\_ **PROFESSIONAL PROFICIENCY** Level of performance in professional teaching area. Writes objectives consistent with scope and sequence, translates complex concepts to appropriate student level, separates content into distinct elements, applies policies to discipline, and maintains appropriate records of student's progress and/or behavior.

\_\_\_\_ **COMMUNICATION** Creates a good impression, commanding attention and respect, showing an air of confidence using appropriate oral and body language.

ADDITIONAL COMMENTS: \_\_\_\_\_

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\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date