

FORM FOR EVALUATION OF  
COUNTY EXTENSION STAFF MEMBERS

1-8-82  
Exhibit 3  
P-82

Name \_\_\_\_\_ Position \_\_\_\_\_

County \_\_\_\_\_

Length of Service in Extension \_\_\_\_\_ In Present Position \_\_\_\_\_

Date of Evaluation \_\_\_\_\_ Name of Evaluator \_\_\_\_\_

Purposes of Evaluation

1. To help district supervisors and state administrators do a more effective and satisfying job of evaluating personnel.
2. To improve the performance of county Extension workers and the effectiveness of Extension work.
3. To increase the county Extension worker's understanding of the job.
4. To increase the satisfaction Extension workers experience on the job.

Guiding Principles

1. The use of this evaluation form is educational in itself because it points out to the worker and the evaluator the desirable qualifications of the effective Extension worker. It also goes beyond the usual evaluation form in that it points out specific areas in which Extension agents excel or may be deficient rather than determining a total score in such general terms as excellent, good, or fair.
2. Honest and consistent self-evaluation supplemented by points of view of others is more productive than other types of evaluation.
3. The evaluation is a rating of performance at a particular time but should largely be based on work for the previous Extension year.
4. Each item on the form should be considered separately. The evaluation should not be made to conform to the general impression the evaluator has of the person being evaluated.
5. The person doing the evaluation must be acquainted with the person being evaluated.

Expected Results of the Evaluation Procedure

Systematic analysis of the work of each member of the county staff, by the worker himself and his supervisor, through the use of this form should help to:

1. Ascertain the present level of understanding and performance of each worker.

2. Identify strong and weak points of each worker in understanding and performance.
3. Determine areas in which program and performance improvements can be made.
4. Afford a basis for providing training opportunities that fit the needs of the worker in his particular position.
5. Provide a basis of designing in-service training programs that better meet the needs of workers.

How to use the Evaluation Forms

Definitions:

1. Poor. Indicates the performance is not acceptable in the Extension Service. Much improvement is needed.
2. Fair. Indicates the performance is below the average of what is expected of a staff member.
3. Good. Indicates performance is acceptable, but the individual is expected to improve.
4. Very Good. Indicates a high level of performance with opportunity for some improvement.
5. Excellent. Indicates outstanding performance.

How to Indicate Evaluation:

1. Show degree of understanding or performance with an "X" at the appropriate place on the scale.
2. If the evidence is not sufficient to assure a definite evaluation or if there was no opportunity, use a question mark and comment.

Items in evaluation form are unweighted. This does not mean items are of equal weight; for instance, technical competence and office atmosphere are obviously not of equal importance.

## I. AREAS OF UNDERSTANDING OF THE JOB OF THE EXTENSION AGENT

This form includes most of the major aspects of the job of an Extension agent. The subject-matter fields in which Extension supplies educational leadership have been greatly expanded in recent years as has the number of agencies and organized groups of people with which Extension deals. These and other factors have made the work of the county Extension agent a complex and challenging profession.

The major function of the Cooperative Extension Service as stated in the Smith-Level Act, is: "...To aid in the diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of same..."

This broad charter clearly identifies Extension's function as that of education. This is not education in the abstract, but education for action. It is education of an informal and distinct type. It is education directed to helping people solve the various problems which they encounter from day to day in agriculture, home economics and related fields.

Education is defined as the process of changing behavior, i.e., attitudes, skills, knowledge, thinking, feeling, action. It is, therefore, important that the Extension worker know the objectives and goals of the educational program on which he is working, and be able to evaluate the changes in the people that have resulted from it.

In performing their functions, Extension agents by working "with" people should help them to identify their needs, problems and opportunities through a study of the situation; develop acceptable methods leading to the solution of their problems, and arrive at a course of action. The Extension agents bring to the people the best research information through effective teaching methods and encourage its application.

As a member of the Virginia Agricultural Extension Service, with over 600 employees and a multiplicity of different activities, situations and assignments, it is extremely important that each worker sees his job as a part of a larger one. He should also see himself as a member of a large team of workers and recognize the need of effective cooperation with other members of the Extension staff.

The county Extension worker, in addition to being a member of the county staff, is a staff member of the Virginia Polytechnic Institute, and a representative of the U. S. Department of Agriculture. In this position, his actions should be such that they will reflect credit to both himself and the institutions which he represents. It is expected that the worker will do his work to the best of his ability and under conditions of appearance and performance in keeping with the job to be done.















