

LETHBRIDGE SCHOOL DIVISION

402.11.2.31 Advanced Educational Support Evaluation Form

# Section One Introduction

Name

Location

Start Date for Current Position

Evaluator (Principal/Vice Principal)

Date

*Reason for evaluation:*

Evaluation process for employees on a casual or temporary contract (indicate period below)

6 Month Evaluation  10 Month Evaluation

Employee request

Employee has not developed and implemented a Growth Plan

Employee may not be meeting the Support Staff Quality Standards

# Section Two Support Staff Quality Standards

**In accordance with the expectations of the Advanced Educational Support position, the employee will be evaluated within the following areas:**

* All areas should be marked as meeting (M) the standard, not meeting (N/M) the standard, or not applicable (N/A). For the purposes of this form, “meeting” describes job performance that meets the standard of performance in each area. Where areas of “not meeting” standards are identified, a comment must be made.
* All marked deficiencies must be accompanied by supporting documentation.

**Please provide a brief description of the employee’s assignment:**

**1. KEY RESPONSIBILITIES AND POSITION REQUIREMENTS**

The employee is responsible for providing assistance and support to student(s) with identified special needs affecting the student’s ability to participate effectively in the school environment.

M N/M N/A

Assesses student(s) experiencing difficulties

Acts as a mediator when student(s) are in conflict

Good organizational skills

Self-motivated

Portrays an approachable and optimistic demeanour

Develops a working relationship with all student(s)

Carries out behaviour management plans as developed by the team (behaviour specialist, school psychologists, teachers, etc.)

Assists with the development of specialized programming strategies (behaviour, signing and Braille) and assists students to learn effective communication skills

Carries out directions and duties as assigned

COMMENTS:

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**2. PERSONAL/PROFESSIONAL QUALITIES**

M N/M N/A

Builds positive interpersonal relationships (with other support staff, teachers, student(s), public; includes dealing with conflict)

Exhibits behaviours of a team player (with the Support team, the school, the community, and the Division)

Demonstrates the ability to communicate effectively and appropriately

Resolves conflict effectively

Uses time effectively (include attendance, punctuality, setting of priorities, keeping to schedules)

Takes initiative (self-directed, takes charge of assigned tasks, requires minimum supervision)

Maintains appropriate personal hygiene and appearance

Promotes an atmosphere of mutual respect and appreciation for individual differences, all staff, students, families, and community members, regardless of race, culture, gender, faith, nation, or spoken language within the school division

Promotes a welcoming, caring, respectful, and safe work environment

COMMENTS:

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**3. POSITION REQUIREMENTS (CLASSROOM)**

M N/M N/A

Assists student(s) with social/emotional growth

Assists in the development of specialized programming strategies (ie behaviour plans, signing and Braille)

Assists students with daily living needs and physical development

Carries out behaviour management plans

Monitors and records behaviours and reinforces and praises appropriate behaviours

Keeps the student(s) on task and ensures compliance with rules and routines

Monitors student(s)’ progress and communicates with the teacher(s) on a daily basis

Encourages development of problem-solving skills, self-confidence, independence and self-reliance

Assists student(s) to participate in integrated activities – to learn to share and cooperate with others

Implements individualized programs, assisting student(s) with various school subjects – explains directions, answers questions and modifies work as required

Accompanies the student(s) on field trips and assists the student(s) with recreational and co-curricular activities

Collects data and maintains daily records of student(s)’ behaviours, progress and activities

Encourages development of problem-solving skills, self-confidence, independence and self-reliance where possible

Assists with the modification of classroom work to suit the student’s needs; introduces, reviews and reinforces concepts

Uses proactive safety approaches. This includes safe movement of student(s) throughout the school and school property, transferring student(s) to and from wheelchairs, etc.

Assists students with speech and language development and to learn effective communication skills

COMMENTS:

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**4. POSITION REQUIREMENTS (OUTSIDE OF CLASSROOM)**

M N/M N/A

Attends training seminars and sessions as required

Makes home visits as required

Provides support and mentoring strategies serving as a positive role model to Educational Assistants

Utilizes services of outside agencies as deemed appropriate through team consultation

Meets and communicates with parents as required

Participates in consultative team meetings

Orders and prepares materials for use by the student(s) or assists the teacher in this function

Active participant on the staff to which assigned

Performs other related duties as required

COMMENTS:

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**5. COMMUNICATION**

M N/M N/A

Demonstrates excellent communication skills both in written and oral format

Maintains confidentiality related to Division students and staff

Has proven public relations skills and demonstrated ability in promoting and maintaining effective working relations with public, student(s), co-workers, school staff, administration and Division officials

COMMENTS:

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# **6. TIME MANAGEMENT**

**Attendance report attached**

M N/M

Attends regularly, with no incidental (1-2 per month) absences or patterns of absences as demonstrated by the reviewed attendance report attached

Is on time, ready to work with students at the assigned times

Sets priorities in collaboration with teacher(s) and administration

Uses time effectively

Follows assigned schedule with no incidents of arriving late, extending of breaks or leaving early

COMMENTS:

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# **7. DECISION**

All areas are meeting position quality standards

There are areas that are not meeting standards and/or;

An improvement plan or remediation plan is implemented,

An additional evaluation will be provided if training is required

**8. EVALUATOR’S COMMENTS**

COMMENTS:

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# **9. EMPLOYEE’S COMMENTS**

COMMENTS:

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*Steps for completion:*

1. Evaluation is completed by school administrator(s) with written feedback from Director of Inclusive Education.
2. Evaluation is signed off by school administrators(s) and Director of Inclusive Education.
3. School administrator(s) (and Director of Inclusive Education, if required) meet with employee to review evaluation.
4. A copy of the evaluation is provided to the employee, school administrator(s), and Director of Inclusive Education. HR is given the original document.

***As Director of Inclusive Education, I have read and approve this evaluation.***

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Reviewed by Director of Inclusive Education Date

***As Principal, I have provided feedback and approve this evaluation.***

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Principal’s Signature Date

After this evaluation has been signed by the Director of Inclusive Education and Principal, the following signatures are necessary upon review:

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Vice Principal (if applicable) Date

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Employee’s Signature Date

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Reviewed by Human Resources Date

* Copy to Employee
* Copy to Principal/Designate or Supervisor
* Copy to Director of Inclusive Education
* Original copy goes to Human Resources for employee’s file