

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