

 LETHBRIDGE SCHOOL DIVISION

 402.11.2.7 Student Support Worker 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 Student Support Worker 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

[ ]  [ ]  [ ]  Makes home visits as required

[ ]  [ ]  [ ]  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)

[ ]  [ ]  [ ]  Assesses student(s) experiencing difficulties; recommends necessary interventions for student(s) who may be involved in abusive situations, who are suicidal, who are involved in family or peer conflicts or other serious issues

[ ]  [ ]  [ ]  Leads group counselling classes and provides assistance in the areas of social skills, conflict resolution and mediation, self-esteem, assertiveness, communications, study skills, goal setting, problem solving and anger and stress management

[ ]  [ ]  [ ]  Carries out directions and duties as assigned

COMMENTS:

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**2. PERSONAL/PROFESSIONAL QUALITIES**

M N/M

[ ]  [ ]  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. COMMUNICATION**

M N/M

[ ]  [ ]  Excellent communication skills both in written and oral format

[ ]  [ ]  Maintains confidentiality related to Division students and staff

[ ]  [ ]  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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**4. POSITION REQUIREMENTS (CLASSROOM)**

M N/M N/A

[ ]  [ ]  [ ]  Provides follow-up and support to student(s) and parents or guardians

[ ]  [ ]  [ ]  Welcomes new student(s) and assists them with orientation

[ ]  [ ]  [ ]  Supervises student(s) during co-curricular activities and outings, ensuring the safety of all student(s) at all times

[ ]  [ ]  [ ]  Provides information and assistance to student(s) moving from grade school to junior high or middle school and to high school

[ ]  [ ]  [ ]  Counsels and problem solves with student(s) who are experiencing behavioural, emotional and social issues

[ ]  [ ]  [ ]  Monitors attendance and follows up on tardiness and absences by contacting parents/guardians

[ ]  [ ]  [ ]  Observes and monitors behaviours and develops appropriate remedial plans and goals for student(s), ensuring that they comply with rules and routines.

[ ]  [ ]  [ ]  Supervises student(s) who are being disciplined; ensures compliance with remedial requirements

[ ]  [ ]  [ ]  Leads and/or supervises student(s) in activities taking place in or out of the classroom setting

[ ]  [ ]  [ ]  Assists student(s) with daily living needs and physical development.

[ ]  [ ]  [ ]  Participates in tutoring student(s) and monitors study hall activities.

[ ]  [ ]  [ ]  Participates in consultative team meetings and advocates on behalf of the student(s)

[ ]  [ ]  [ ]  Under the direction of the teacher or principal, sets up programs and develops materials to be used for classes and one-on-one sessions.

[ ]  [ ]  [ ]  Writes reports, maintains appropriate documentation and ensures confidentiality at all times

[ ]  [ ]  [ ]  Ensures that teacher(s) and/or administrator(s) are informed of all serious issues and are updated on plans and follow-up

[ ]  [ ]  [ ]  Liaises with outside agencies, provides recommendations and assists with accessing services as deemed appropriate by the teacher or principal

[ ]  [ ]  [ ]  Performs other related duties as required

COMMENTS:

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# **5. 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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# **6. DECISION**

 [ ]  Completes evaluation process for the current temporary/casual assignment

 [ ]  Completes probationary process

 [ ]  Improvement plan implemented; employee proceeds to 10 month evaluation

 [ ]  Employee returns to Growth Plan process

 [ ]  Employee must submit a Growth Plan within one month

**7. EVALUATOR’S COMMENTS**

COMMENTS:

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# **8. EMPLOYEE’S COMMENTS**

COMMENTS:

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*Steps for completion:*

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

***As Counselling Coordinator, I have read and approve this evaluation.***

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 Counselling Coordinator Signature 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 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
* Original copy goes to Human Resources for employee’s file