



Section One Steps for Completion

1. Evaluation is completed by supervisor (Coordinator of Indigenous Education with input from school)
2. Evaluation is signed off by supervisor and school administrator(s)
3. Supervisor meets with employee to review evaluation
4. A copy of the evaluation is provided to the employee, school administrator(s), and supervisor. HR is given the original document.

Section Two Introduction

Name _____

Location _____

Start Date for Current Position _____

Evaluator (Coordinator of Indigenous Education) _____

Date _____

Reason for evaluation:

- Evaluation process for employees as per Division policy
- Employee may not be meeting position standards
- Employee request
- Employee has not developed and implemented a Growth Plan

Section Three Position Quality Standards Form

In accordance with the expectations of the Grad Coach/Indigenous Education Liaison position, the employee will be evaluated within the following areas:

- All areas should be marked as meeting (M) the standard or not meeting (N/M) the standard. 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.

LEGEND:**M Meeting Standard****N/M Not Meeting Standard****1. KEY RESPONSIBILITIES**

This position is responsible for providing consultation and guidance for students of Indigenous ancestry to enhance their ability to graduate and access post-secondary opportunities. Grad Coach/Indigenous Education Liaison will also provide identified Indigenous cultural connections to the school population and provide social emotional supports on an as needs basis.

M N/M

- Facilitates relationship building and connection
- Provide support to Indigenous students as required
- Collaborate with families and provide information as necessary
- Develops a working relationship with all student(s) and the school community
- Submits monthly case notes
- Good organizational skills
- Self-motivated
- Portrays an approachable and optimistic demeanour
- Makes home visits as required
- Carries out directions and duties as assigned

COMMENTS:

2. PERSONAL/PROFESSIONAL QUALITIES

M N/M

- Builds positive school wide interpersonal relationships (with other support staff, teachers, student(s), public; includes dealing with conflict)
- Exhibits behaviours of a team player (with the School Based Wellness 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

COMMENTS:

LEGEND:	
M	Meeting Standard
N/M	Not Meeting Standard

3. POSITION REQUIREMENTS

- | | | |
|--------------------------|--------------------------|--|
| M | N/M | |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage regular school attendance by students |
| <input type="checkbox"/> | <input type="checkbox"/> | Meet with any Indigenous students identified as disengaged (feeling disconnected from school) |
| <input type="checkbox"/> | <input type="checkbox"/> | Assist in providing career and post-secondary information for Indigenous students |
| <input type="checkbox"/> | <input type="checkbox"/> | Assist with the implementation of cultural programs, upon teacher/Administrator request |
| <input type="checkbox"/> | <input type="checkbox"/> | Meet with new Indigenous students and assist them with transitions |
| <input type="checkbox"/> | <input type="checkbox"/> | Celebrate success in school and promote high school graduation (ie: through scholarships, Awards Night Presentation, etc). |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide students with opportunities to learn about their culture and through hands-on activities, storytelling and experiences |
| <input type="checkbox"/> | <input type="checkbox"/> | Work collaboratively with the other Graduation Coaches at each high school on projects related to Indigenous Education as needed |
| <input type="checkbox"/> | <input type="checkbox"/> | Coordinate Indigenous Culture clubs and/or co-curricular activities within high schools |
| <input type="checkbox"/> | <input type="checkbox"/> | Invite Elders and other resource people to assist with activities as appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage Indigenous student involvement in general co-curricular programs |
| <input type="checkbox"/> | <input type="checkbox"/> | Maintain an updated Indigenous link on the school website, and contribute to newsletters and bulletin boards |
| <input type="checkbox"/> | <input type="checkbox"/> | As a Grad Coach work closely with community agencies and supports and may refer students as required |
| <input type="checkbox"/> | <input type="checkbox"/> | Facilitate communication between parents and schools |
| <input type="checkbox"/> | <input type="checkbox"/> | Build relationships with Indigenous student's families |

COMMENTS:

LEGEND:
M Meeting Standard
N/M Not Meeting Standard

4. 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 staff

COMMENTS:

5. TIME MANAGEMENT

- Attendance report attached and reviewed by evaluator(s)

- M N/M
- Attends regularly
 - Sets priorities in collaboration with teacher(s) and administration
 - Uses time effectively
 - Follows assigned schedule

COMMENTS:

6. DECISION

- Employee is meeting standards/completes probationary period or evaluation requirements as per employment contract
- Employee is not meeting standards and Human Resources is contacted
- Employee returns to Growth Plan process as per Division policy

7. EVALUATOR'S COMMENTS

COMMENTS:

8. EMPLOYEE'S COMMENTS

COMMENTS:

As Coordinator of Indigenous Education, I have read and approve this evaluation.

_____ _____
Coordinator of Indigenous Education Date

As Principal(s), I have provided feedback and approve this evaluation.

_____ _____ _____
Principal Location Date

_____ _____
Employee's Signature Date

_____ _____
Reviewed by Human Resources Date

- Copy to Employee
 - Copy to Principal/Designate or Supervisor
 - Original copy goes to Human Resources for employee's file