

ATTACHMENT C

Criteria for the Evaluation of Assistant's Performance



**HORIZON SCHOOL DIVISION NO. 67**

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**Employee Evaluation: Assistant**

**SECTION ONE**

**Introduction**

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Name \_\_\_\_\_

Start Date for Current Position \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Reason for evaluation:**

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the Assistant Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) \_\_\_\_\_

**SECTION TWO**

**Assistant – Quality Standards**

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**Within the expectations of the Assistant position, the employee will be evaluated within four performance areas: Instructional Assistance, Behavioral Assistance, Organization and Preparation, and Interpersonal Skills and Professional Attributes.**

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (anecdotal comments).

The KEY INDICATORS for each PERFORMANCE AREA identify the primary activities that an assistant undertakes as she/he goes through their daily work. In most cases, the INDICATORS serve as areas of assessment and/or areas for improvement in the evaluation process. The DESCRIPTORS support the KEY INDICATORS, although some descriptors may not apply to a particular position, and can be considered Not Applicable.

**PERFORMANCE AREA: INSTRUCTIONAL ASSISTANCE**

**KEY INDICATOR: Under the direction of a certified teacher, the assistant provides effective instructional support.**

**DESCRIPTORS:**

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
• Communicate with teachers regarding students and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Follows and supports implementation of the IPP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarifies instructions for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists students with assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitors for student attention and focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitors for student understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Listens to lessons for teachers' instructional expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Seeks and finds information to perform duties (knowledge and skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates competency in assisting in assigned subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE AREA: BEHAVIORAL ASSISTANCE**

**KEY INDICATOR: Under the direction of a certified teacher, the assistant demonstrates a shared responsibility for ensuring appropriate behavioral assistance.**

**DESCRIPTORS:**

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
• Participates in development of behavior/restitution plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implements behavior/restitution plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Documents student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists students with accommodations as defined in the IPP to support behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Supports classroom and school rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models appropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provides feedback to teachers regarding student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE AREA: ORGANIZATION AND PREPARATION**

**KEY INDICATOR: The assistant demonstrates evidence of effective organization and preparation.**

**DESCRIPTORS:**

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
• Previews learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collects materials/resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists teachers in organizing and managing classroom environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Arrives on time and is prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models and utilizes time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with students in a timely and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES**

**KEY INDICATOR: The assistant demonstrates effective interpersonal skills.**

**DESCRIPTORS**

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
• Demonstrates respect for students, parents/guardians, teachers and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains professional space and proper etiquette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works as a TEAM member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contributes to a positive classroom and school culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates appropriately within different environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates through proper channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows initiative and confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains a high standard of confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**DECISION**

- Completed probationary process. Overall is meeting the expected performance areas.
- Recommendation for termination

**EVALUATOR'S COMMENTS**

\_\_\_\_\_  
Support Staff Signature  
**(acknowledging receipt of report)**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Support Staff Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Administrator/Facility Supervisor Signature

\_\_\_\_\_  
Date

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| <ul style="list-style-type: none"><li>• Original copy goes to Human Resources for employee's file</li><li>• Copy to Employee</li><li>• Copy to Principal or Supervisor</li></ul> |
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