

**Employee Evaluation: Educational
Behavioral Consultant**

SECTION ONE

Introduction

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 Educational Behavioral Consultant Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

Educational Behavioral Consultant – Quality Standards

**The Educational Behavioral Consultant will be evaluated within three performance areas:
Organization and Preparation, Interpersonal Skills and Professional Attributes, and Service
Delivery.**

- 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.

This document sets out three performance areas. The key indicators for each performance area identify the activities that Educational Behavioral Consultant undertake as they go through their day-to-day work. The descriptors support the key indicators, though evidence of all descriptors would not be expected at all times.

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The Educational Behavioral Consultant demonstrates evidence of effective organization and preparation

DESCRIPTORS:

	Proficient	Needs Improvement	Not Applicable
• 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"/>
• Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plan daily activities to meet the interests and developmental needs of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain an organized work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Gather and prepare materials prior to program time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The Educational Behavioral Consultant demonstrates effective interpersonal skills and professional attributes.

DESCRIPTORS:

	Proficient	Needs Improvement	Not Applicable
• Respects the dignity and rights of students, parents/guardians, staff and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Creates a welcoming environment for parents, fostering positive relationships and conversations regarding their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Takes initiative and demonstrates confidence in role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains a high standard of confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains appropriate personal hygiene and appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models appropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works as a TEAM under the direction of their supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates effectively and through the proper channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Participates in staff professional development days, training or seminars as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is self-motivated and requires limited supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes and maintains open communications between school and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Portrays an approachable and optimistic demeanour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops a positive working relationship with student(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops a positive working relationship with Teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops a positive working relationship with Administrators(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carries out directions and duties as assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: PROGRAM DELIVERY

KEY INDICATOR: The Educational Behavioral Consultant demonstrates effective program delivery.

DESCRIPTORS:

	Proficient	Needs Improvement	Not Applicable
• Implement best practices for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apply SIVA strategies in planning and delivering programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Provides and organizes SIVA training to staff as required
- Create a positive responsive learning environment for children
- Attend training workshops and sessions, as required
- Collaborates with school principals and learning teams
- Counsels students in the area of appropriate behaviour
- Arranges for behavior resources to be available to schools.
- Builds capacity within schools to promote acceptable behaviour for all students.
- Liaises with outside agencies and assists with accessing services when needed.
- In consultation with the learning team, sets up programs and/or develops materials to support students.
- Collaborates with the learning team to develop Behaviour Support/WISE plans
- Provides continued support for student(s) and learning team following the implementation of the behavior plan.
- Assess students' behaviour and provide advice to the learning team
- Support the learning team in developing differentiation strategies to increase success for students
- Monitors student(s)' behaviour and communicates with the parents/teacher(s) as required
- Encourages development of problem-solving skills, self-confidence, independence self-regulation strategies, executive functioning skills, and self-reliance
- Assists in monitoring students' progress towards success
- Develops and implements materials/programs for universal, targeted and individual behaviour development
- Arranges for behaviour development resources to be available to schools and support the use of the resources
- Participates in appropriate learning team meetings and advocate on behalf of the student(s).
- Provides transitional assistance to students and learning teams when a student moves from school to school
- Assists with welcoming of new students with known behavioral issues and with the registration process as required
- Maintains appropriate data/documentation and ensure confidentiality at all time

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

Supervisor Signature

Date

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