

## Inclusive Education and Community Partnership Staff Performance Evaluation Form

<b>Due Date:</b>		<b>EVALUATION TYPE:</b>			
<b>Date Range covered:</b>		Probationary: <input type="checkbox"/>	On Track <input type="checkbox"/>	Must Score <input type="checkbox"/>	120 <input type="checkbox"/> 240 <input type="checkbox"/> 365 <input type="checkbox"/>
<b>Employee:</b>		<b>Supervisor RC:</b>			
<b>Supervisor MWF:</b>		<b>Supervisor RC:</b>			
<b>Supervisor TTH:</b>		<b>Supervisor RC:</b>			

**Performance Evaluation: Ratings are based on the staff's performance in relation to expectations set by policy handbook.**

4 - Staff's performance meets expectations (90% - 100%) 3 - Staff's performance meets expectations (80% - 90%) 2 - Staff's performance needs improvement (70% - 80%) 1 - Staff's performance fails to meet expectations (69% or lower)
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<b>Professionalism</b>	MWF	TTH	RC	RC	RC
<b>Attendance and Punctuality:</b> Extent to which good attendance and punctuality is maintained. Understands the importance of both.					
<b>Appearance and Behavior:</b> Extent to which appropriate appearance and behavior are maintained. Demonstrates accountability. Maintains boundaries and confidentiality.					

5 - Staff's performance exceeds expectations (101% or higher) 4 - Staff's performance meets expectations (90% - 100%) 3 - Staff's performance meets expectations (80% - 90%) 2 - Staff's performance needs improvement (70% - 80%) 1 - Staff's performance fails to meet expectations (69% or lower)
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<b>Skills</b>	MWF	TTH	RC	RC	RC
<b>Teamwork/Collaboration:</b> Builds and maintains working relationships with other team members to solve problems and support the child/adult . Offers help, support, and feedback in a friendly manner.					
<b>Communication:</b> Demonstrates the ability to express thoughts clearly. Routinely shares information with other team members. Demonstrates active listening skills. Offers ideas.					
<b>Flexibility:</b> Demonstrates ability to change methods/strategies when working with a child/adult. Able to work with a variety of personalities and environments. Adapts to changes in break schedule or job assignment.					
<b>Inclusiveness:</b> Faciliates play, conversation and social interaction between child/adult and peers. Understands the importance of inclusion and peer socialization.					
<b>Prompting Heirarchy:</b> Demonstrates proficiency in use of prompting hierarchy. Uses good judgement in implementing the least restrictive prompt.					

<b>Job Duties</b>	MWF	TTH	RC	RC	RC
<b>Data:</b> Takes accurate, thorough data. Demonstrates understanding of frequency, duration, intensity/severity, and latency data collection measures.					
<b>Behavior Treatment Plan Fidelity:</b> Implements supports and strategies prescribed by the BTP, daily. Works on child's behavior goals, daily.					
<b>Following Work Procedures/Policies:</b> Adheres to IECP procedures and policies: when child is a no show, paperwork, no arrogance policy, etc.					
<b>Supervisors, please initial &amp; date</b>	<b>Initial</b>				
<b>in your respective column:</b>	<b>Date</b>				

<i>Additional notes from supervisor (optional):</i>

**Complete the following steps to document your Professional Development Goal for the period.**

**1. Use the box below to write your professional development goal for this period.**

(Remember to make it)

- > Specific
- > Measurable
- > Achievable
- > Relevant & Realistic
- > Time-bound

Example:

- I will use the classroom computer to document my time in Welligent, on Wednesdays and Fridays, for the rest of the school year.

**2. Use the box below to write three steps will help you achieve the goal you wrote above.**

(Remember to)

- > Create specific actions
- > Establish a support system of people to help
- > Reward yourself /reinforce the behavior

Examples:

- I will set an alarm in my phone to remind myself to document.
- I will work with the teacher so I have time to do this.
- After I document, I will give myself a pat on the back.

**3. Use the box below to write your goal from the previous period.**

**4. Was this goal met?**

Yes!

No. I'm still working on it.

For Office use Only:				Score	
<b>Hire/Raise Date:</b>		<b>New Raise Date:</b>		<b>Documentation/Paperwork score:</b>	
<input type="checkbox"/> Departmental	<input type="checkbox"/> 60 Intro	<input type="checkbox"/> 120 Day	<input type="checkbox"/> 240 Day	<input type="checkbox"/> 365 Day	<b>Follow Substitute/Absence policy:</b>
<input type="checkbox"/> Score	<input type="checkbox"/> Payroll				<b>All PA forms submitted on time?</b>
<input type="checkbox"/> Scanned	<input type="checkbox"/> New Dates (NPA)				<b>Training: RSVP/Attendance/Events</b>
<input type="checkbox"/> Uploaded NPA	<input type="checkbox"/> Emailed New Dates				<b>As of:</b>
		<b>RTH Total</b>			
Processed By:		Date Received:		<b>Office Subtotal</b>	<b>0</b>