

# TURTLE MOUNTAIN SCHOOL DIVISION

2-H.1

## PERFORMANCE APPRAISAL

FOR

### EDUCATIONAL ASSISTANTS

Employee Name \_\_\_\_\_ Title \_\_\_\_\_

Appraiser's Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_

Performance period \_\_\_\_\_

Period beginning

Period Ending

#### ASSIGNMENTS

School Year \_\_\_\_\_

Previous Year \_\_\_\_\_

#### **BASIC PURPOSE OF THE PERFORMANCE APPRAISAL**

The performance appraisal is an important tool which you and your supervisor use to evaluate your growth and development over a specific period of time and together, set goals for improvement in any areas of performance which will help you reach your full potential in your area of employment.

#### **APPRAISER'S INSTRUCTION**

In collaboration with the Assistant Superintendent of Student Services, the principal shall be responsible for the compilation and completion of performance appraisals for instructional assistants.

Appraisal is a matter of judgement. Judgement should rise from fact, observation and opinion. Base your judgement and comments on the entire period covered and not upon isolated incidents alone.

#### **PART I – PERFORMANCE DIMENSIONS:**

Check the box opposite the appropriate wording in each performance dimension category. If necessary check between wordings to reflect your rating.

#### **PART II – EVALUATION SUMMARY:**

Based upon your ratings in Part I summarize the employee's overall performance during the period being rated and where necessary identify an action plan (written directions) on how to improve performance.

## PART I

PERFORMANCE DIMENSIONS**A. Job Knowledge/Skills:**

- Has excellent job skills and abilities.
- Understands most procedures and requirements of the job; has good job skills.
- Has an adequate knowledge of job procedures; displays adequate skills in getting the job done.
- Job knowledge/skills require improvement.

**B. Job Involvement/Attitude:**

- Consistently does more than what is required; frequently; contributes new ideas; seeks to expand capabilities and responsibilities.
- Does what is asked and sometimes more; very willing to accept new responsibilities; occasionally contributes new ideas; seems interested in self-improvement.
- Does assigned work and no more; shows little desire for self-improvement and for new responsibilities.
- Does as minimum as possible; shows no concern for own performance; shows no desire to improve skills.

**C. Following Instructions:**

- Follows instructions closely; work procedures rarely need checking; always knows when to seek assistance when required.
- Can generally be depended on to follow instructions; usually knows when to ask questions or seek information.
- Sometimes does not follow instructions; does not ask questions or seek assistance as often as needed.
- Work needs frequent checking or follow-up; does not follow instructions; fails to ask questions or seek information when required.

**D. Working with Minimum Supervision:**

- Starts and completes tasks independently; shows a great deal of initiative.
- Starts and completes tasks without much supervision; shows initiative.
- Needs some supervision/direction to complete assigned tasks; shows little initiative.
- Needs constant supervision/direction to complete assigned tasks; does little without being told or instructed.

**E. Adaptability:**

- Willing to learn new procedures and tasks.
- Learns most new procedures and tasks with minimal repetition.
- Has some problems learning new procedures and tasks.
- Requires repeated instructions for most new tasks and procedures.

**F. Co-operation/Working with Staff:**

- Succeeds in working well with others.
- Makes an effort to work with others.
- Works fairly well with others.
- Makes little effort to work with others.

**G. Contact/Interaction with Students:**

- Has very effective skills interacting with students.
- Has good skills interacting with students both individually and/or in groups.
- Has adequate skills interacting with others.
- Needs guidance interacting with students.

**H. Organization:**

- Demonstrates exceptional planning and organization of work.
- Demonstrates satisfactory planning and organization of work.
- Planning and organization of work needs improvement.
- Unsatisfactory planning and organization.

**I. Protocol/Communication:**

- Uses proper channels of communication.
- Complies with school policies.
- Demonstrates effective communication skills, both listening and speaking.
- Effectively communicates information to students.
- Effectively provides feedback to team members.

**J. Professionalism:**

- |                            |                                       |   |
|----------------------------|---------------------------------------|---|
| <b>Attendance</b>          | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Needs to improve |
| <b>Punctuality</b>         | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Needs to improve |
| <b>Confidentiality</b>     | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Needs to improve |
| <b>Personal Appearance</b> | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Needs to improve |



