

TURTLE MOUNTAIN SCHOOL DIVISION

2-H.1

PERFORMANCE APPRAISAL

FOR

INSTRUCTIONAL 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 Co-ordinator 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:

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

