



CONFIDENTIAL

**FRONTIER SCHOOL DIVISION
PERFORMANCE ASSESSMENT AND DEVELOPMENT PLAN
SCHOOL COUNSELLOR**

EMPLOYEE'S NAME: _____

POSITION: _____ **SCHOOL/OFFICE:** _____

ASSESSMENT PERIOD FROM: _____ **TO:** _____ **CURRENT CLASSIFICATION:** _____ **STEP:** _____

TYPE OF EVALUATION: _____ **PROBATION** _____ **MERIT** _____ **REGULAR**
(Annually until max pay reached)

The purpose of an assessment is to:

1. Confirm job expectations and standards.
2. Provide objective feedback to the employee regarding job performance.
3. Provide a regular opportunity for the supervisor and employee to meet to set goals for job performance and to develop professional development plans to ensure standards are met.
4. Put in place plans to correct or improve performance where required.
5. To provide documentation to process a pay increment, a change in status from probation to permanent status, extend the probation period when necessary and provide documentation regarding job performance.

RECOMMENDATION. To be completed by Principal.

- _____ Completed Probation
- _____ Extend Probation to _____ . _____ Terminate
- _____ Approve merit increase from Step _____ to Step _____.
- _____ Do not approve merit increase.
- _____ Follow-up evaluation scheduled for: _____

Principal's Recommendation: _____ **Date:** _____

Senior Administrator's Approval: _____ **Date:** _____

EMPLOYEE'S SIGNATURE: _____ **Date:** _____

Signature does not denote agreement, only that the evaluation has been read. See "Employee Comments" section.

INSTRUCTIONS

Please refer to Policy GJA Evaluation of Non-teaching Employees.

Principal

1.
 - a) Advise the employee that an assessment meeting will occur and the date of the meeting, at least one week in advance.
 - b) Provide a copy of a blank assessment form to the employee and request that the employee complete a self-assessment in preparation for the meeting.
 - c) Objective input may be obtained from the employees' peers i.e. individuals with whom the employee works or interacts with on a regular basis. Agreement will be reached between the employee and the supervisor on who will be requested to provide input. Those selected will be provided with a blank copy of the form to complete. All peer assessments will be compiled in a summary. The summary will be attached to the assessment.
 - d) Complete your own assessment of the employees' performance in draft form, to be discussed with the employee during the meeting. Provide examples for illustration.
 - e) During the meeting, the employee and the supervisor will discuss the employee's self-assessment and the supervisor's assessment.
 - f) Discuss the goals and objectives to be reached and determine appropriate timelines for each goal.
 - g) The final assessment form will be prepared by the supervisor following the meeting.
 - h) Give the employee the completed form to review, add comments and sign.
 - i) Submit the completed form to the Division office for processing; or to the Senior Administrator where probation or merit increase is not approved.

2. In order to provide the highest standard of service as possible, concerns regarding employee performance must be addressed at the time the concern arises. Employees must be advised of the concern and the improvement or change required, and a reasonable period of time in which to affect the change. The evaluation meeting should not be the first time an employee is aware of a concern.

3. Should an employee's performance remain below acceptable minimum standards after goals and deadlines have been established, and a subsequent evaluation meeting has occurred, the supervisor can recommend that disciplinary action be taken. Further action taken will be in keeping with the principles of progressive discipline and can include a written warning, suspension with or without pay, transferring the employee to a vacant, less responsible position, or termination.

Employee

- a) The Supervisor will provide the employee with a blank assessment form, for the employee to prepare a self-assessment. The self-assessment will not be filed in the personnel file but will be used in discussions with the supervisor.
- b) Peers eg. Resource teacher, classroom teacher may be selected to provide objective input of an employees performance. The employee and the supervisor will agree on who will be requested to provide input. The peers selected will be given a blank copy of the assessment form to complete. The peer will be instructed to comment only on those things observed during direct interactions with the employee. The comments provided to the supervisor by the peers will be summarized and provided to the employee. A copy will also be attached to the assessment form.
- c) During the meeting, the employee and the supervisor will discuss the assessment and set goals and objectives for the following year.
- d) The supervisor will complete the assessment form following the meeting with the employee and forward it to the employee for comments and signature.
- e) Return the signed form to the supervisor. Signing the form indicates the assessment has been read by the employee. It does not denote agreement with the assessment.
- f) If the employee does not agree with the assessment, the employee may include comments.

Peer Assessor, eg. Resource teacher, classroom teacher

- a) Peer assessors will be provided with a blank copy of the evaluation form.
- b) Peer assessors will provide assessments only on those aspects of the job where the employee has had direct interactions with the peer. Examples may be provided.
- c) The peer will complete the form and return it to the supervisor.
- d) The supervisor will compile a summary of the peer assessments received and provide a copy of the summary to the employee. A copy will also be attached to the assessment form.

Senior Administrator

- a) Review the document and complete the authorization and recommendation section.
- b) Submit the completed form to the Division office, attention: Human Resources Coordinator to follow-up on recommendations made.

Assessment Scale

- 1) **Commendable**
- 2) **Competent**
- 3) **Satisfactory**
- 4) **Needs Improvement**
- 5) **Insufficient Information**

DESCRIPTIVE DIMENSIONS	ASSESSMENT 1, 2, 3, 4, 5	OBSERVATION, COMMENTS, DIAGNOSIS, RECOMMENDATIONS
1. General Appearance Consider dress and grooming.		
2. Acceptance by peers, subordinates, superiors.		
3. Supervisory Ability.		
4. Rapport with students.		
5. Communication Ability With students; With teachers; With parent (supervised); Written.		
6. Consistent Producer Meets job objectives reliably within limits.		

DESCRIPTIVE DIMENSIONS	ASSESSMENT 1, 2, 3, 4, 5	OBSERVATION, COMMENTS, DIAGNOSIS, RECOMMENDATIONS
7. Performance under Stress Is able to stand stressful working conditions		
8. Initiative Is capable of taking the initiative when new situations demand without direction.		
9. Attendance/Dependability Consider attendance and punctuality		
10. Enthusiasm and interest in job.		
11. Ability to follow directions		
12. Ability to seek clarification and direction		
13. Acceptance of advice and constructive criticism		

DESCRIPTIVE DIMENSIONS	ASSESSMENT 1, 2, 3, 4, 5	OBSERVATION, COMMENTS, DIAGNOSIS, RECOMMENDATIONS
14. Familiarity with school policy relating to position.		
15. Respects confidentiality		
16. Ability to carry out self-assessment		
17. Professional Development		

PLANS, GOALS AND OBJECTIVES FOR FUTURE DEVELOPMENT (please list)

To be completed by (date)

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G. EVALUATOR'S COMMENTS:

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H. EMPLOYEE'S COMMENTS:

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Signature

Date