**ATTACHMENT U**

**HORIZON SCHOOL DIVISION**

**Employee Evaluation: Mennonite**

**Coordinator**

**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 Mennonite Coordinator Performance Areas

[ ]  90 Days Probationary evaluation process for employees new to the division (90 Days Worked)

[ ]  Other (Please Indicate) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION TWO**

**Mennonite Coordinator – Quality Standards**

**The Mennonite Coordinator 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 Mennonite Coordinator 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.

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| PERFORMANCE AREA: ORGANIZATION AND PREPARATION |
| KEY INDICATOR: The Mennonite Coordinator demonstrates evidence of effective organization and preparation |
| DESCRIPTORS: | Proficient | NeedsImprovement | NotApplicable |
| * Arrives on time and is prepared.
 |  |  |  |
| * Models and utilizes time management skills.
 |  |  |  |
| * Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).
 |  |  |  |
| * Plan daily activities to meet the needs of the division
 |  |  |  |
| * Maintain an organized schedule
 |  |  |  |
| * Gather and prepare materials prior to professional in-services
 |  |  |  |
| PERFORMANCE AREA: INTERPERSONAL AND PROFESSIONAL ATTRIBUTES  |
| KEY INDICATOR: The Mennonite Coordinator 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.
 |  |  |  |
| * Creates a welcoming environment for parents, fostering positive relationships and conversations with children
 |  |  |  |
| * Takes initiative and demonstrates confidence in role
 |  |  |  |
| * Maintains a high standard of confidentiality
 |  |  |  |
| * Maintains appropriate personal hygiene and appearance.
 |  |  |  |
| * Models appropriate behavior.
 |  |  |  |
| * Works as a TEAM under the direction of supervisor
 |  |  |  |
| * Communicates effectively and through the proper channels
 |  |  |  |
| * Participates in staff professional development days, training or seminars as required.
 |  |  |  |
| * Is self-motivated and requires limited supervision
 |  |  |  |
| * Establishes and maintains open communications between school and parents.
 |  |  |  |
| * Portrays an approachable and optimistic demeanour
 |  |  |  |
| * Develops a positive working relationship with student(s)
 |  |  |  |
| * Develops a positive working relationship with Teacher(s)
 |  |  |  |
| * Develops a positive working relationship with Administrators(s)
 |  |  |  |
| * Carries out directions and duties as assigned
 |  |  |  |
| PERFORMANCE AREA: PROGRAM DELIVERY |
| KEY INDICATOR: The Mennonite Coordinator demonstrates evidence of effective service delivery. |
| **DESCRIPTORS** | **Proficient** | Needs**Improvement** | Not**Applicable** |
| * Consults with administrators, teachers, and educational assistants in schools providing the locally developed course “German Language and LGM Cultural Studies”
 |  |  |  |
| * Promotes awareness and facilitates the ordering of recommended student and staff materials related to the locally developed course “German Language and LGM Cultural Studies”
 |  |  |  |
| * Supports administrators and teachers in the design of culturally sensitive content for LGM student audiences
 |  |  |  |
| * Maintains and coordinates circulating libraries of LGM classroom books to participating schools
 |  |  |  |
| * Leads, in consultation with schools, Mennonite Christmas and Easter concert organization, and performances
 |  |  |  |
| * Provides written translation to Low German for schools and the division as appropriate
 |  |  |  |
| * Attends school-based meetings, upon request, to provide spoken language translation services between students/families and school staff
 |  |  |  |
| * Records audio messages in Low German, upon request, for phone broadcast to family homes
 |  |  |  |
| * Plans and coordinates support, resources, and professional learning opportunities for Educational Assistants supporting LGM programming
 |  |  |  |
| * Provides workshops on various topics to staff
 |  |  |  |
| * Consults with staff, on division-wide professional learning days, to provide cultural, religious, and/or language insights into LGM student needs
 |  |  |  |
| * Participates in school-based staff meetings to build cultural competence among staff
 |  |  |  |
| * Participates in school-based CRM meetings to collaborate with staff and offer cultural insights and support
 |  |  |  |
| * Distributes helpful cultural information to the staff
 |  |  |  |
| * Communicates clearly both in a written and oral format
 |  |  |  |
| * Communicates effectively using multiple modalities
 |  |  |  |
| * Communicates with administration and staff on a regular basis (uses a meaningful method of communication for both parties, verbal, written, etc.)
 |  |  |  |
| * Maintains documentation of monthly activities
 |  |  |  |
| * Collects data that is meaningful, relevant, and used for strategic planning
 |  |  |  |
| * Has a range of skills to reach a broad range of people including, but not limited to, staff, students, parents, community members
 |  |  |  |
| * Conduct annual review/improvement plan consultations with schools
 |  |  |  |
| * Collaborates with external contacts to establish and maintain support for LGM students and families
 |  |  |  |
| * Demonstrates public relations skills and the ability to promote and maintain effective working relationships with the public, students, school staff, and administration
 |  |  |  |
| * Leads and organizes Low German Mennonite cultural events such as Faspas, concerts, and events for Mennonite Heritage week.
 |  |  |  |
| * Attends and participates in school and division-wide activities and events as well as applicable community events
 |  |  |  |
| * Attends applicable committee meetings
 |  |  |  |
| * Actively engaging with families in school communities to promote school attendance and school registration
 |  |  |  |

**DECISION**

 [ ]  Completed probationary process. Overall is meeting the expected performance areas.

 [ ]  Recommendation for termination

**EVALUATOR’S COMMENTS**

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| Support Staff Signature **(acknowledging receipt of report)**   |   | Date  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| Support Staff Supervisor Signature   |   | Date  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| Supervisor Signature  |   | Date  |
|  |  |  |

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