**ATTACHMENT X**

**HORIZON SCHOOL DIVISION**

**Employee Evaluation: Educational**

**Behavioral Consultant**

**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 Educational Behavioral Consultant Performance Areas

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

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

**SECTION TWO**

**Educational Behavioral Consultant – Quality Standards**

**The Educational Behavioral Consultant 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 Educational Behavioral Consultantundertake 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 Educational Behavioral Consultant 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 interests and developmental needs of children
 |  |  |  |
| * Maintain an organized work environment
 |  |  |  |
| * Gather and prepare materials prior to program time
 |  |  |  |
| PERFORMANCE AREA: INTERPERSONAL AND PROFESSIONAL ATTRIBUTES  |
| KEY INDICATOR: The Educational Behavioral Consultant 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 regarding their child
 |  |  |  |
| * 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 their 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 Educational Behavioral Consultant demonstrates effective program delivery. |
| DESCRIPTORS:  | Proficient | NeedsImprovement | NotApplicable |
| * Implement best practices for students
 |  |  |  |
| * Apply SIVA strategies in planning and delivering programming
 |  |  |  |
| * Provides and organizes SIVA training to staff as required
 |  |  |  |
| * Create a positive responsive learning environment for children
 |  |  |  |
| * Attend training workshops and sessions, as required
 |  |  |  |
| * Collaborates with school principals and learning teams
 |  |  |  |
| * Counsels students in the area of appropriate behaviour
 |  |  |  |
| * Arranges for behavior resources to be available to schools.
 |  |  |  |
| * Builds capacity within schools to promote acceptable behaviour for all students.
 |  |  |  |
| * Liaises with outside agencies and assists with accessing services when needed.
 |  |  |  |
| * In consultation with the learning team, sets up programs and/or develops materials to support students.
 |  |  |  |
| * Collaborates with the learning team to develop Behaviour Support/WISE plans
 |  |  |  |
| * Provides continued support for student(s) and learning team following the implementation of the behavior plan.
 |  |  |  |
| * Assess students’ behaviour and provide advice to the learning team
 |  |  |  |
| * Support the learning team in developing differentiation strategies to increase success for students
 |  |  |  |
| * Monitors student(s)’ behaviour and communicates with the parents/teacher(s) as required
 |  |  |  |
| * Encourages development of problem-solving skills, self-confidence, independence self-regulation strategies, executive functioning skills, and self-reliance
 |  |  |  |
| * Assists in monitoring students’ progress towards success
 |  |  |  |
| * Develops and implements materials/programs for universal, targeted and individual behaviour development
 |  |  |  |
| * Arranges for behaviour development resources to be available to schools and support the use of the resources
 |  |  |  |
| * Participates in appropriate learning team meetings and advocate on behalf of the student(s).
 |  |  |  |
| * Provides transitional assistance to students and learning teams when a student moves from school to school
 |  |  |  |
| * Assists with welcoming of new students with known behavioral issues and with the registration process as required
 |  |  |  |
| * Maintains appropriate data/documentation and ensure confidentiality at all time
 |  |  |  |

**DECISION**

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

 [ ]  Recommendation for termination

**EVALUATOR’S COMMENTS**

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

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