***ACADEMICS*** Employee: ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Evaluation:\_\_\_\_\_\_\_ Evaluating Performance in Trimester #: \_\_\_\_\_\_ 

GENERAL COMPETENCIES (Check any in need of improvement)

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|  | 1. I demonstrate a working knowledge of the consultant pattern |  | 24. I have read the Ten Pillars manual this year |
|  | 2. I demonstrate an ability to effectively use the supportive, authoritative, and crisis prevention approaches |  | 25. Pillar 1: I demonstrate a heart at peace |
|  | 3. I maintain a Teflon demeanor |  | 26. Pillar 2: I form healthy relationships of trust with students |
|  | 4. I am able to create and implement appropriate principle-based consequences |  | 27. Pillar 3: I deal with students at an individual level |
|  | 5. I demonstrate an ability to see the students through the eyes of a conservative, concerned parent |  | 28. Pillar 3: I understand and avoid behavioral drift, rule-layering, and group consequencing |
|  | I demonstrate common sense in what I allow students to do |  | 29. Pillar 4: I practice the parenting principles taught in pillar 4 |
|  | 6. I am safety-minded |  | 30. Pillar 5: I make time for individual teaching moments with students daily |
|  | 7. My choices in what I do and say with students would always meet with the approval of their parents |  | 31. Pillar 5: I demonstrate an ability to teach students principles and skills |
|  | 8. I interact with student families in a way that fosters warmth, connection, and trust |  | 32. Pillar 6: I am able to describe how processing issues impact students |
|  | 9. I demonstrate safety in all my driving habits as detailed in the Telos Van Safety trainings |  | 33. Pillar 6: I model the processing friendly practices taught in pillar  |
|  | 10. I treat Telos vehicles with respect, caring for them as if a valued friend owns them |  | 34. Pillar 7: I demonstrate an ability to assess and report information using the dichotomies |
|  | 11. I never take students off campus without appropriate medications and medical supplies |  | 35. Pillar 8: I work effectively with the larger team |
|  | 12. I take medical complaints and injuries seriously, referring students to medical staff for assessment |  | 36. Pillar 8: I avoid triangulation, turf-guarding, and camps |
|  | 13. I practice proper etiquette in dealing with student medical issues, always respecting their privacy and dignity |  | 37. Pillar 9: I demonstrate exceptional hospitality |
|  | 14. I respond to the signs and symptoms of suicidality as directed in the suicide prevention training |  | 38. Pillar 9: I know the names of the students, staff, and parents |
|  | 15. I see the environment throuh the eyes of a suicidal student, reporting and resolving unnecessarily dangerous situations as they arise |  | 39. Pillar 9: I demonstrate the basic professional courtesies taught in pillar 9 |
|  | 16. I take efforts to prevent infection as directed in the infection prevention training |  | 40. Pillar 10: I demonstrate my commitment to healthy living through example |
|  | 17. I can find and operate all of the gas, water, and electrical shutoff valves |  | 41. I know how to access and use the staff and parent contact lists, the student profiles, the communication log, the general shift log, and Telos email. |
|  | 18. I provide students with safe camping and activity practices |  | 42. I know how to post information to a student’s Q |
|  | 19. I actively monitor and assure students avoid sunburn and dehydration |  | 43. I demonstrate clear, healthy physical boundaries with the students |
|  | 20. I know and enforce all Telos open water policies and procedures |  | 44. I demonstrate clear, healthy emotional boundaries with the students |
|  | 21. I know and enforce all Telos safe biking policies and procedures |  | 45. I am aware of the personal issues I bring to the work setting |
|  | 22. I demonstrate an ability to respond to an AWOL notice appropriately |  | 46. I have healthy ways to deal with personal issues before they impact my work with students or families at Telos |

SPECIALTY COMPETENCIES (Check any in need of improvement)

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|  | Management of Instructional Time |  |  Instructional Monitoring |
|  | 1.1 I have materials, supplies, and equipment for each lesson ready at the start of the lesson or instructional activity |  | 4.1 I regularly assesses student performance by asking all students for written or oral answers, or other work products |
|  | 1.2 I get students on-task quickly at the beginning of each class or instructional activity |  | 4.2 I circulate during class work to check all students’ performance |
|  | 1.3 I maintain a high level of student time-on-task behavior  |  | 4.3 I maintain clear, firm, and reasonable work standards and due dates |
|  | Management of Student Behavior |  | 4.4 I maintain accurate records to document student performance |
|  | 2.1 I have established a set of rules and procedures that govern the handling of routine administrative matters |  | Instructional Feedback |
|  | 2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities: whole-class instruction, small-group instruction, and so forth |  | 5.1 I provide student with timely feedback regarding school work |
|  | 2.3 I have established a set of rules and procedures that govern student movement in the classroom during different types of instructional and non-instructional activities |  | 5.2 I affirm a correct oral answer quickly |
|  | 2.4 Teacher frequently surveys the class visually during whole-class, small-group, and seat work activities and during transitions between instructional activities |  | 5.3 I provide sustaining feedback after an incorrect answer or no response by probing, repeating the question, giving a clue, or simply allowing more time |
|  | 2.5 I stop inappropriate behavior promptly and consistently |  | 5.4 I provide necessary feedback to parents on student progress |
|  | 2.6 I acknowledge appropriate behavior |  | Curriculum Development |
|  | Instructional Presentation |  | 6.1 I have an instructional plan that is compatible with the school and system-wide curricular goals |
|  | 3.1 I begin lesson or instructional activity with a review of previous material |  | 6.2 I use diagnostic information obtained from tests and other assessment  |
|  | 3.2 I introduce the lesson or instructional activity and specifies learning objectives when appropriate |  | 6.3 I have an instructional plan that matches/aligns objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty |
|  | 3.3 I speaks fluently and precisely |  | 6.4 I have a remediation plan for student (s) who do not meet set objectives |
|  | 3.4 I present the lesson or instructional activity using concepts and language understandable to students |  | 6.5I have an extension plan for students who met set objectives |
|  | 3.5 I provide relevant examples and demonstrations to illustrate concepts and skills |  | 7. I understand and recognize common mental and emotional signs and symptoms |
|  | 3.6 I assign tasks that students handle with a high rate of success |  | 8. I am aware of my student's psychological testing and learning disorders and make appropriate accommodations in the first few weeks of treatment |
|  | 3.7 I ask appropriate levels of questions |  | 9. I know the clinical profile of each of my students and investigate how his symptoms play out in the classroom |
|  | 3.8 I conduct lesson or instructional activity at an appropriate pace |  | 10. I know how to gather relevant academic and emotional/behavioral information for report in treatment team |
|  | 3.9 I make transitions between lessons and between instructional activities  |  | 11. I am proficient in academic intervention  |
|  | 3.10 I make sure that the assignment is clear |  | 12. I spend time regularly outside of class with each of my students, gathering information and crafting interventions and recommendations |

**Comments:** **Goals:**

Raise Given: Yes\_\_\_\_ No \_\_\_\_ NA \_\_\_\_ Amount: \_\_\_\_\_\_\_\_\_ Type: \_\_\_\_\_\_\_\_\_

EMPLOYEE Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_ EMPLOYEE Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_

SUPERVISOR Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_ HR Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_

Instructions: Have the employee mark an X on the dotted line where he/she sees himself/herself. Supervisors also mark an X where they see the employee. Marks may or may not be in the same place.

Supporting

* Supervisor gives employee an assignment, the employee returns with questions. The supervisor has the employee solve the issue with counsel.

Coaching

* Supervisor is teaching the employee. Supervisor gives direction. Employee reports back often for feedback and further direction.
* Supervisor gives suggestions frequently and the employee gives suggestions occasionally.

Delegating

* Supervisor gives employee an assignment. Employee completes assignment and reports completion to supervisor.
* Employee is autonomous and doesn’t require frequent oversight.

Directing

* Supervisor tells employee what to do.
* Supervisor is actively taking part in the process/product.
* Employee unable to complete task without supervisor’s management.