

# RSU5 Educational Technician

## Evaluation Handbook

Final: 3.22.19

## Educational Technician Evaluation Procedures

### New Employees and Start of School Year

1. Upon employment, each support staff member shall receive a copy of their current job description (on RSU5 website), the evaluation rubric (on RSU5 website) and a copy of the collective bargaining agreement (on RSU5 website). All new support staff are on a period of probation for one year from the date of hire. (Article 4, CBA with Support Staff)
2. At the beginning of each school year, an administrator will meet with all new support staff to review the evaluation process.

### Timeline

August/September	By March 1	By March 15	Prior to the last day of School
Probationary Educational Technicians will meet with their evaluator to review evaluation process.	Educational Technicians complete self-evaluation.	Educational Technicians shall be evaluated by their principal or supervisor. A copy of the evaluation shall be provided to the employee. Goals will be set collaboratively between the evaluator and the employee.	Letters of Reasonable Assurance are sent to those Educational Technicians who RSU5 wants to return.

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Special Education \_\_\_\_\_ Regular Education \_\_\_\_\_ Education Technician  I  II  III

Supervisor: \_\_\_\_\_ Evaluated by: \_\_\_\_\_

<b>Effectiveness with Students</b>				
<b>Indicators</b>	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>
<b>Interactions with Students</b>	Demonstrates genuine warmth, caring and respect for all students and goes above and beyond for students who need more attention to be successful	Demonstrates genuine warmth, caring and respect for all students	Demonstrates general warmth, caring and respect for most students	Demonstrates a lack of warmth, caring or respect towards some students
<b>Strategies with Students</b>	Effectively uses multiple strategies to assist and instruct students. Flexibly makes changes in the moment if something is not working	Effectively uses multiple strategies to assist and instruct students	Uses a few strategies to assist and instruct students with varied success	Uses the same strategy when working with all students with limited success
<b>Student Learning Goals</b>	Knows the learning goals of students s/he works with and supports students' growth towards meeting them and initiates other ways to support the student	Knows the learning goals of students s/he works with and supports students' growth towards meeting them	Shows some awareness of the learning goals of student s/he works with and provides some support towards meeting them	Is not aware of learning goals of the students that s/he works with or does not follow known goals for student learning
<b>Response to Misbehavior</b>	Consistently follows agreed upon process in dealing with student misbehavior and proactively intervenes to prevent repeated misbehavior	Consistently follows agreed upon process in dealing with student misbehavior	Inconsistently follows agreed upon process in dealing with students misbehavior	Does not respond to student misbehavior
<b>Positive Reinforcement</b>	Seeks out opportunities to genuinely celebrate successful individual behaviors and student work habits	Consistently affirms and reinforces positive student behavior and work habits	Inconsistently affirms and reinforces positive student behavior and work habits	Does not affirm or reinforce positive student behavior or effective student work habits

Overall rating: \_\_\_\_\_

<b>Interactions with Staff</b>				
<b>Indicators</b>	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>
<b>Communication</b>	Communicates insightfully and collaboratively about students or the environment to enhance learning	Communicates accurately and professionally with other staff to support student needs	Inconsistently communicates with other staff to address student needs	Does not communicate or is unprofessional when communicating with staff to address students needs
<b>Working Cooperatively and Flexibly</b>	Works towards unity in the school environment, anticipating needs and offering support when appropriate	Consistently works cooperatively and demonstrates flexibility with colleagues	Inconsistently works cooperatively and demonstrates flexibility with colleagues	Does not work cooperatively and lacks flexibility or has difficulty with change
<b>Supports Instruction and Routines</b>	Positively contributes to schoolwide and classroom routines, procedures and teacher expectations	Consistently follows schoolwide and classroom routines, procedures and teacher expectations	Inconsistently follows schoolwide and classroom routines, procedures and teacher expectations	Does not follow or interferes with schoolwide and classroom routines, procedures and teacher expectations
<b>Dealing with Conflict</b>	Proactively foresees potential conflicts and actively attempts to address the conflict in a productive way	Solves conflicts effectively and consistently follows proper channels and protocols when dealing with conflict	Attempts to solve problems with mixed results and inconsistently follows proper channels and protocols	Instigates conflict or has difficulty dealing with conflict. Does not follow appropriate channels or protocols

Overall rating: \_\_\_\_\_

<b>Professional Responsibilities</b>				
	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>
<b>Attendance</b>	Perfect or near perfect attendance which provides the opportunity to fully support and/or enhance student learning.	Very good attendance which provides the opportunity to fully support student learning.	Moderate absences which may impact student learning. If there are extenuating circumstances, state below.	Many absences which may impact student learning. If there are extenuating circumstances, state below.
<b>Confidentiality/ Judgement</b>	Is ethical and forthright, models impeccable judgement and holds others accountable. Maintains confidentiality with student information (FERPA)	Is ethical and forthright, uses good judgement and maintains confidentiality with student information (FERPA)	Sometimes uses questionable judgement, and/ or discloses student information (FERPA)	Is frequently unethical, dishonest, and/or uses poor judgement and/or discloses student information
<b>Professional Growth</b>	Frequently seeks out effective ideas from colleagues, workshops, and other sources and implements them well	Participates in professional learning with colleagues, and other sources and implements them well	Can occasionally be persuaded to try out new practices or utilizes new learning inconsistently.	Is not open to new ideas for improving performance
<b>Responsibilities</b>	Independently seeks out methods to creatively perform job responsibilities in an organized, efficient and dependable manner	Performs job responsibilities in an organized, efficient and dependable manner	Inconsistently performs job responsibilities in an organized, efficient and dependable manner	Does not perform job responsibilities in an organized, efficient, or dependable manner.

Overall rating: \_\_\_\_\_

## Summative Evaluation Worksheet Page

Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position/School: \_\_\_\_\_

### RATINGS ON INDIVIDUAL RUBRICS:

#### Effectiveness with Students:

Highly Effective

Effective

Improvement Needed

Does Not Meet Standard

#### Interactions with Staff:

Highly Effective

Effective

Improvement Needed

Does Not Meet Standard

#### Professional Responsibilities:

Highly Effective

Effective

Improvement Needed

Does Not Meet Standard

Overall Rating: \_\_\_\_\_

Evaluator Comments:

Areas of Strength:

Areas of Growth:

Professional Growth Goals for the upcoming year:

Directed Growth Plan needed: yes no

Educational Technician Comments:

I have had the opportunity to read my evaluation report. My signature indicates that I have received a copy of this evaluation.

Employee Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Directed Growth Plan:

A Directed Growth Plan may be created for an Ed Tech who needs improvement and/or who may benefit from more support. This plan provides a good-faith effort to support and guide the Ed Tech to effectively meet the standards set forth in the rubrics.

The Directed Growth Plan process may be initiated at any time throughout the year. The administrator shall provide a written identification of the problem and expectations for improvement in performance based on the identified problem area.

This plan will include:

- Specific measurable goals relating to areas needing improvement
- Action steps/strategies for resolution of concerns.
- Resources needed to accomplish goals
- Timeline for completion

Progress toward meeting the goals as outlined within the plan will be monitored and documented. If the goals are met at the completion of the timeline, the educator will no longer be on a Directed Growth Plan.

## Directed Growth Plan- Educational Technician

Name : \_\_\_\_\_ Building \_\_\_\_\_

<i>Specific Measurable Goals *</i>	<i>Action Steps (Provide Details)</i>	<i>Resources</i>	<i>Timeline for Completion</i>	<i>Evidence</i>

\*Linked to Educational Technician Rubrics

Educational Technician Comments:

Administrator Comments:

Educational Technician Signature \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Note: Direct Growth Plans should include the 5 components above but the template format may be modified.