



SAMPLE MATERIAL

Project Director Form for Evaluating Staff Performance

Glover Community Learning Center, Ohio

Topic: Increased Learning Time: Beyond the Regular School Day

Practice: Evaluate Program

Among the many benefits of providing out-of-school staff with regular performance evaluation are: more efficient identification of strategies to improve teacher quality, identifying manpower needs, and systematically providing feedback and setting expectations for performance.

Akron After staff are rated on overall job performance and performance in specific job areas. Each item is rated on a four-point scale:

- 1 = Excellent performance, exceeds requirements
- 2 = Good performance, meets requirements
- 3 = Satisfactory performance, meets minimum requirements
- 4 = Unsatisfactory performance, needs improvement

Evaluation categories differ for enrichment teachers and aides and for academic intervention teachers and tutors.

District administrators and site managers and site managers may find this sample material useful when developing performance evaluation forms for evaluating program directors.

Project Director Form for Evaluating Staff Performance 2009

Supervisors of Akron After School rate staff members on their overall job performance and on their performance in specific job areas.

Staff Member's Name _____

Position Held by Staff _____

Period Covered by Performance Evaluation _____

Date of Evaluation _____

Evaluator's Name and Title _____

Rating Scale

1 = Excellent performance, exceeds requirements

2 = Good performance, meets requirements

3 = Satisfactory performance, meets minimum requirements

4 = Unsatisfactory performance, needs improvement

Instructions: Circle the appropriate performance level (1-4) for each item.

Overall Job Performance and Review (for enrichment providers/aides)	Performance Level				Comments
Monitors group of 10 students or more during program hours	1	2	3	4	
Assists students with daily completion of homework	1	2	3	4	
Assesses progress of students in the program	1	2	3	4	
Attends scheduled meetings and training sessions	1	2	3	4	
Provides a positive example for students	1	2	3	4	
Behaves professionally at all times	1	2	3	4	

Overall Job Performance and Review (for staff tutors)

Uses APS after school curriculum for elementary-school aged students	1	2	3	4
Implements age-appropriate curriculum	1	2	3	4
Assesses progress of students in the program	1	2	3	4
Attends scheduled meetings and training sessions	1	2	3	4
Provides a positive example for students	1	2	3	4
Behaves professionally at all times	1	2	3	4

Professionalism Performance Level Comments	Performance Level				Comments
--	-------------------	--	--	--	----------

Complies with program policy on staff attendance	1	2	3	4
Handles arrivals and departures according to policy	1	2	3	4
Follows through on assignments	1	2	3	4
Demonstrates a genuine desire to collaborate with school and after school staff and students	1	2	3	4
Follows procedures outlined in handbook, memos, and meetings	1	2	3	4
Takes initiative in job responsibilities	1	2	3	4

Class Management (for enrichment providers and aides)				
---	--	--	--	--

Uses explicit, consistent class organization practices during homework help and club activities	1	2	3	4
Helps coordinators manage groups during scheduled activities	1	2	3	4
Practices consistent, appropriate class management during snacks	1	2	3	4
Escorts students to and from activities in an orderly manner	1	2	3	4
Maintains program schedule for snacks, scheduled activities, and Dismissal	1	2	3	4

Homework Help (for tutors and aides)				
--------------------------------------	--	--	--	--

Helps all students complete homework	1	2	3	4
Fosters a comfortable atmosphere in which students can thrive	1	2	3	4
Documents students' progress regularly	1	2	3	4

Interpersonal Skills				
----------------------	--	--	--	--

Treats colleagues and students fairly, honestly, respectfully, and with dignity.	1	2	3	4
Works collaboratively and constructively with others.	1	2	3	4