



**Richmond City Public Schools
Office of Exceptional Education & Student Services
Behavior Aide (BA) Evaluation
2016-2017**

Behavior Aide: _____

Student Name (Full): _____

Agency: _____

Evaluator Name (Full): _____

School: _____

Evaluator Title: _____

Date: [Click here to enter a date.](#)

KEY

EE = Exceeds Expectations – Behavior Aide consistently performs at a higher level than the job requires.

ME = Meets Expectations – Performance is satisfactory. Behavior Aide meets job duties and expectations.

NI = Needs Improvement – Performance is adequate. Behavior Aide meets most of the job duties expectations but needs improvement.

U = Unsatisfactory = Behavior Aide performance does not meet job duties or expectations. Improvement is essential.

NO = Not Observed

_____ **Understanding of Responsibility:** The extent to which the Behavior Aide demonstrates and has an overall knowledge of job, knows duties and responsibilities, and seeks additional information about student as needed.

_____ **Quality of Work:** The extent the Behavior Aide performs his duties and assigned task in a thorough, accurate and reliable manner, and has the skills necessary to work with the student who has been assigned.

_____ **Attendance and Promptness:** Behavior Aide arrives to work on time, observes work hours, and has infrequent absences.

_____ **Dependability:** The extent the Behavior Aide can be relied upon to complete assigned duties with due regard to the difficulty of the given task.

_____ **Initiative:** The extent the Behavior Aide is able to take the lead when working with the behaviors of the student with limited direction from RCPS staff.

_____ **Understanding of Responsibility:** The extent to which the Behavior Aide demonstrates and has an overall knowledge of job, knows duties and responsibilities, and seeks additional information about student as needed.

_____ **Adaptability:** The extent the Behavior Aide has the ability to learn and adjust to the new behaviors of the student.

_____ **Decision Making:** The extent the Behavior Aide uses good judgment and common sense in job performance and uses proper technique to re-direct the student.

_____ **Communication:** Behavior Aide is able to express ideas and situations clearly to RCPS staff and maintain confidentiality.

_____ **Productivity:** Behavior Aide is able to collect the necessary data effectively.

_____ **Personal Qualities:** This refers to appropriateness of dress, personal neatness, hygiene, and the Behavior Aide to maintain a standard of personal appearance in keeping with the demands of the position, poise, sense of humor, response to criticism, and control of emotions.

_____ **Relationship with People:** Courtesy: the extent the Behavior Aide treats all those with whom they must deal in a professional manner, which is polite, respectful, tactful, considerate, and dignified.

_____ **Relationship with People:** Cooperativeness: the extent the Behavior Aide is a member of the team.

_____ **Grammar Usage:** The extent the Behavior Aide displays competence in oral and written language.

_____ Ability of the Behavior Aide to communicate with the student.

_____ Ability of the Behavior Aide to redirect the student when needed.

_____ Behavior Aide assists the teacher in identifying area of the student's progress

_____ Willingness of the Behavior Aide to share strategies and ideas with the student's teacher.

Did the presence of the Behavior Aide in the School: Y=Yes N=No U=Unsure

_____ Assist the student in governing own behaviors in the classroom

_____ Assist the student in governing own behaviors in the hallways or other common areas.

_____ Result in decrease in suspension and disciplinary incidents for the student

_____ Result in academic achievement for the student

_____ Result in improved attendance by the student

Evaluator comments for each "No" and "Unsure" above: _____

_____ **Overall Performance Level**

Evaluator comments: _____