

# Programs for Infants and Children, Inc.

## Direct Service Provider Performance Evaluation

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

Evaluation Period: \_\_\_\_\_

Levels of Performance in Professional Domains	
<b>Level 1:</b> Performance is below standards and is not satisfactory.	<b>Level 3:</b> Performance consistently meets standards and may occasionally exceed standards.
<b>Level 2:</b> Performance approaches standards and/or does not consistently meet standards.	<b>Level 4:</b> Performance consistently exceeds standards at a distinguished level.

Eligibility	4	3	2	1
Demonstrates knowledge and understanding of eligibility requirements and governing regulations				
Selects and administers formal and informal assessment tools				
Collaborates with trans-disciplinary team and families to complete evaluations and make recommendations				
Completes documentation of evaluation, eligibility and enrollment				

Professional Responsibility	4	3	2	1
Participates in professional growth activities and continuing education opportunities that enhance service delivery to the 0-3 population				
Participates in staff, program, discipline and other meetings as appropriate to support quality program				
Adheres to established rules, regulations, laws and ethics of profession				
Complies with PIC policies and procedures (including but not limited to: documentation timelines, professional development practices, maintaining schedule, paid time-off practices--see Policies and Practices)				

Family Service Coordination and IFSP	4	3	2	1
Initiates and maintains IFSP and facilitates meetings with the input of the family and the team.				
Provides family service coordination to support child's overall development.				
Engages in the initiation, facilitation and completion of transition plans.				
Collaborates and consults with providers for resources and services.				

Intervention	4	3	2	1
Creates effective POC that addresses child and family goals and areas of need				
Provides direct and indirect interventions for children on caseload, according to IFSP				
Integrates current professional knowledge and skill into interventions				
Documents intervention and results accurately and effectively				

Team Work, Working Relationships	4	3	2	1
Functions as an effective team member				
Collaborative, works with others, cooperative and supportive				
Shows respect and consideration of others; demonstrates responsible, dependable and trustworthy behaviors.				

Communication	4	3	2	1
Provides family-centered verbal and written communication regarding intervention program				
Communication reflects a commitment to best practices regarding diversity, equity and inclusion				
Communicates appropriately, professionally and effectively with colleagues, co-workers, community partners and management				

**A narrative, which includes a Performance Summary and Improvement Goals/Plan, must be included.**

<b>Exceeds Expectations</b> (8+ Level 4 marks)	
<b>Meets Expectations</b>	

<b>Needs Improvement</b> (4+ Level 2 marks)	
<b>Not Satisfactory</b> (Any Level 1 mark, or 8+ Level 2 marks)	

I certify I have evaluated the professional performance of the above named employee; I certify that to date their overall performance:

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Administrator

\_\_\_\_\_  
Date