

### Performance Development Tool - INTERVENOR

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

Supervisor: \_\_\_\_\_

Position: \_\_\_\_\_

Date of Performance Meeting: \_\_\_\_\_

Timeline:  Annual  Probationary  Other:

Area of Development	On Target	Above Target
Consistently demonstrating the behaviours <i>below the level</i> reflective of their role (this is a competency gap).	Consistently demonstrating the behaviours (i.e. ≥75% of the time) <i>at the level</i> reflective of their role (this is competency strength).	Consistently demonstrating the behaviours <i>above the level</i> reflective of their role (this is a competency strength).

<b>Section 1: Technical Competencies</b>	Area of development	On Target	Above Target	N/A
<p>For each responsibility, check the box that best describes the employee's <b>consistent</b> performance.</p> <p>Complete the box below for further comments related to job responsibilities.</p> <p>Use the N/A (not applicable) column if employee does not have opportunity to perform the specific job responsibility e.g. med administration.</p>				
Demonstrates a comprehensive understanding of theories and practices related to deafblindness, and implements the appropriate practices				
Provides an essential service for individuals who are deafblind; adheres to the highest level of professionalism and code of ethics in service delivery				
Consistently implements appropriate strategies, which reflect the uniqueness of the individual				
Understands the theories of communication techniques and demonstrates their practical application, as it relates to an individual who is deafblind				
Supports the social, emotional, and psychological well-being of individuals who are deafblind				
Demonstrates knowledge of health, mental health, and aging issues, and is aware of the implications these have on an individual who is deafblind				
Integrates appropriate sensory systems in relation to an individual who is deafblind				

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Supports an individual's use of orientation and mobility strategies and aids				
Enhances an individual's ability to communicate and access information; demonstrates an understanding of assistive devices and technologies				
Other duties may include: written reports (e.g. communication logs, etc.); medication administration; personal care; safe lifting; assisting clients with activities of daily living; and other duties, as required				
<b>Comments to support performance of job responsibilities:</b>				

<p><b>Section 2: Behavioural Competencies</b></p> <p><b>Behavioural Competencies of Focus</b> (agencies to customize – e.g. six behavioural competencies)</p>	1	2	3	4	<p><b>Demonstrated Evidence</b></p> <p>Provide a minimum of three examples per competency to support the rating of the competency level.</p> <p>Refer to the competency dictionary to determine which level matches the employee’s performance. The employee must meet most (i.e. 75%) of the behavioural indicators to receive the rating for a particular level.</p> <p>The target level for an Intervenor is highlighted. If an employee is below the target level, the competency is an area for growth. A goal should be related to the employee’s competency area of growth.</p>
Act with Integrity					
Be Flexible					
Commit to Personal Growth and Development					
Demonstrate Self-Management and Resilience					
Be Emotionally “In Tune”					

Building Trusting Relationships							
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<b>Behavioural Competencies continued</b> (agencies to customize – e.g. five behavioural competencies)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>Use your competency dictionary to determine which level matches the employee’s performance. The employee must meet most (i.e. 75%) of the behavioural indicators to receive the rating for a particular level.</p> <p>The target level for an Intervenor is highlighted. If an employee is below the target level, the competency is an area for growth. A goal should be related to the employee’s competency area of growth.</p>				
Engage, Influence and Advocate				
Foster Independence and Confidence				
Work as a Team				
Demonstrate Creative Problem Solving and Decision Making				
Show Passion, Enthusiasm and Dedication				
<b>Comments to support performance of competencies:</b>				

### Section 3: Professional Development

Professional development is defined as:

- the process of obtaining the skills, qualifications, and experience that allows you to make progress in your career;
- self-chosen learning activities; and
- an “ongoing” process.

#### **Types of Professional Development**

Professional development opportunities include:

- online post-secondary course or in-person post-secondary course at a college or university;
- course from a non-post-secondary institution – must exceed six weeks;
- two day workshop, conference, or symposium;
- one day workshop, conference, or symposium;
- a half day workshop, conference or symposium, webinar, or online training; and
- committee Member (6 months but less than 12 months).

<b>Professional Development Attended (Name &amp; Location)</b>	<b>Competency</b>	<b>Date(s) Attended</b>

**Section 4: Previous Goals**

Goal Description	Competency	Actions Taken to Accomplish Goal	Goal Completed and Deadline Met		Performance Rating		
			Yes	No	Incomplete/ below target	On Target	Exceeded Target
		1. 2. 3.					
		1. 2. 3.					
		1. 2. 3.					

Section	Rating Description				
1. Job Responsibilities  30%	Employee has more than 7 or job responsibilities that require development	Employee has 4-6 job responsibilities that require development	Employee performance is on target for most job responsibilities (i.e. 7/10 job responsibilities)	Employee consistently performs above target in 4-6 job responsibilities (and on target for the remainder)	Employee performs above target in 7 or more job responsibilities (and on target for the remainder)
	<b>Unacceptable</b>	<b>Requires Growth</b>	<b>On Target</b>	<b>Above Target</b>	<b>Exceptionally Above Target</b>
2. Behavioural Competencies  40%	Employee has 6 or more competencies that require development	Employee has 4-5 competencies that require development	Employee is on target for most competencies (i.e.8/11 competencies)	Employee consistently performs above target in 4-5 competencies (and on target for the remainder)	Employee performs above target in 6 or more competencies (and on target for the remainder)
	<b>Unacceptable</b>	<b>Requires Growth</b>	<b>On Target</b>	<b>Above Target</b>	<b>Exceptionally Above Target</b>
3. Previous Goals  30%	Employee goal was not started.	Employee goal(s) were incomplete and/or did not meet deadlines. Therefore, the goal(s) fell below target.	Employee was on target for most performance goals (i.e. met all deadlines and performance expectations for at least 2/3 goals)	Employee performed above target in 50% of their performance goals and on target for remaining goal(s)	Employee performed exceptionally above target in all performance goals
	<b>Unacceptable</b>	<b>Requires Growth</b>	<b>On Target</b>	<b>Above Target</b>	<b>Exceptionally Above Target</b>

Section 4: Overall Performance				
Unacceptable	Requires Growth	On Target	Above Target	Exceptionally Above Target

**Section 5: New Performance Goals**

Ensure goals are meaningful and cover areas of development.

Goal Description	Competency	Summary of Actions	Deadline
		1. 2. 3.	
		1. 2. 3.	
		1. 2. 3.	

Additional Comments:

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date