

**YWCA**  
**Child/Youth Programming**  
**HIGH FIVE Leader/Staff/Volunteer Appraisal**

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

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

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

Date Completed: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Period Covered for Appraisal: \_\_\_\_\_

**Instructions:**

Please read each statement and indicate where you rate your performance on the particular item using the rating scale of 1-9 where 1 is "never" and 9 is "always." Provide any comments to support your choice. Your direct supervisor will provide additional comments.

1 = never; 9 = always

Category	Description	Score	Staff Comments	Supervisors Comments	
				Areas of Strength	Areas for Growth
<b>Child Staff Interactions</b> Staff show warmth, interest, respect, involvement, positive leadership and individualized approach to children	Smiles/Friendly tone/Acceptance				
	Helps children problem solve				
	Prepares lesson plans/program plans				
	Uses variety of teaching/leading methods				
	Program is active and leader is involved/ participates in activities (on land, water, etc.)				
<b>Supervision</b> Staff are aware of all children, pay attention to safety concerns and adjust supervision to ages and activities	Constantly supervising – closer supervision for higher risk activities				
	Secures program areas & enforces programs rules & safety considerations				
	Makes safe, clear decisions				
	Carries safety equipment at all times (ie; whistle and aid; first aid pack etc).				
	Adheres to Ministry &/or Red Cross/Lifesaving Society guidelines				

<b>Child Peer Interactions</b> Children know one another, show respect and co-operation, appear to be having fun and include one another in activities	Encourages children to know names, and share				
	Participating children avoid teasing, have few conflicts and smile often				
<b>Leader Behaviour and Interactions</b> Focus attention on children and not one another, use appropriate language and behaviour and work as a team	Uses friendly tone with other staff and supervisors				
	Assists other staff				
	Uses Appropriate language				
	Is cooperative and supportive of other staff				
	Is a positive role model				
	Avoids personal conversations with other staff during program				
<b>Program Activities and Supports</b> Activities appear to match interests and needs of children, offer choice, variety and balance, and are paced according to the needs of children and encourage personal development	Program offers choices, balance, and an opportunity for children to influence and lead				
	No long waiting periods				
	Completes newsletters, parent feedback, and progress cards (by class 9) in a timely manner				
<b>Professional Attitude and Behaviour</b> Job knowledge and the ability to meet performance expectations	Understands position				
	Is dependable, punctual				
	Is approachable and willing to accept constructive criticism				
	Takes initiative as appropriate				
	Works with others to problem solve				