

**DOMUS KIDS
PERFORMANCE EVALUATION**

Employee: _____ Date: _____

Program: _____ Review Period: From _____ To _____

Annual: _____ Initial Review: _____

- I. Quality of Work:** Rate the employee’s performance in the categories below using the following rating system: **1. Outstanding 2. Fully meets expectations 3. Improving 4. Below expectations N/A Category does not apply at this time.**

Be prepared to discuss positive and negative examples in each area focusing on those areas that are the most important to the employee’s position. All employees are expected to comply with the Seven Commitments of Sanctuary: Nonviolence, Emotional Intelligence, Social Learning, Shared Governance, Open Communication, Social Responsibility and Growth and Change.

	Rating
Dependability: Fulfills job responsibility as outlined in the job description. Keeps supervisor properly informed of activities and/or problems; is fully accountable for use of time. Observes agency’s policies and procedures.	
Judgment: Makes decisions consistent with established practice; makes logical and timely decisions; establishes suitable priorities; works efficiently and effectively with available resources; responds appropriately to work-related crisis situations; performs responsibilities with appropriate reliance on supervision.	
Organizational Skills: Completes assignments within allotted time; meets deadlines; works in an organized and efficient manner.	
Planning: Establishes priorities; formulates and organizes plans for achieving goals; follows up on approved plans; demonstrates initiative and flexibility.	
Completing Tasks: Takes initiative in completing tasks; works with others when necessary to accomplish goals.	
Problem-Solving and Decision-Making: Anticipates problems and plans accordingly; remains effective during crisis; knows when to take problems to higher levels; gathers information needed to solve problems; takes responsibility for actions; participates in social learning and shared governance	
Job Knowledge: Has up-to-date knowledge of own field; understands changing job-related issues; displays general understanding of other departments with which interaction occurs. Seeks and is open to new learning and growth in own field.	
Attendance and Punctuality: Consistently on time for work and meetings.	
Supervision: Able to participate in supervision and open to constructive criticism. Takes responsibility for own learning and use of supervision. Prepares and prioritizes items to bring to supervision.	
Team Work: Willingness to cooperate with others when necessary to coordinate. Able to maintain positive interactions in joint or team undertakings or tasks.	
Communication: Able to express needs appropriately, to listen effectively, and to share objective data appropriately and efficiently. Reports and records data efficiently and effectively.	
Anti-Racism and Equity – See attached scoring guidelines	
Fidelity to the Program Model - See attached scoring guidelines	
Implementing Love - See attached scoring guidelines	
Positive Youth Development - See attached scoring guidelines	
Thoughts, Emotions and Behaviors - See attached scoring guidelines	
Trauma Responsive – See attached scoring guidelines	

Scale:

Below Expectations:

Performance is ineffective and often misses the mark. Quantity and quality of work are inconsistent or insufficient and should be improved upon

Improving:

Performance is not always effective and sometimes misses the mark. Quantity and quality of work need improvement but staff is on the right track.

Fully meets expectations:

Performance is effective and typically meets the expectations of the role. Quantity and quality of work are consistently good

Outstanding:

Performance is excellent and outpaces the expectations of the role on an ongoing basis. Quantity and quality of work are impressive

Competency Scoring

Level 1 – All staff will be evaluated at this level this year.

Anti-Racism and Equity - _____

Level 1: Demonstrates introductory understanding of anti-racism and equity centered practices

BEHAVIORS/GOALS

- Attends training on the history of race and equity work at Domus – _____
- Attends Undoing Racism training – _____
- Attends additional booster training – _____
- Understands the definition of anti-racism and equity in the context of the Domus relational model - ____
- Understands the definition of Diversity, Equity and Inclusion - _____

Have a conversation with staff about the cycle of socialization.

Fidelity to the Program Model – _____

NA for programs without program models

Level 1: Demonstrates understanding of program model including youth served, intended outcomes, and program components and dosage.

BEHAVIORS

- Can explain each aspect of the program model, including:
 - What is our main program goal? _____
 - Who is our target population? _____
 - What are the services we provide? At what dosage? _____
 - What are the outcomes that we are hoping our youth achieve? – _____
- Deliver services identified in the program model as intended, with expected dosage. – _____

Implementing Love _____

Level 1: Demonstrates understanding of Love in the context of the Domus relational model.

BEHAVIORS

- Attends Domus' initial love training. – _____
- Attends additional booster trainings. – _____
- Can explain the definition of love in the context of the Domus relational model _____
- Can use examples of ways in which have provided opportunities for micro moments of love with young people – _____

Positive Youth Development _____

Level 1: Demonstrates understanding of positive youth development.

BEHAVIORS

Has read "Reclaiming Youth at Risk: Futures of Promise." – _____

Attends initial and booster positive youth development trainings. _____

Understands the definition of positive youth development and basic tenets below and can give examples of how we use it at Domus:

- Belonging _____
- Mastery _____
- Generosity _____
- Independence _____

Have a conversation with staff members about the framework Domus uses and why we use it _____

Thoughts, Emotions, and Behaviors _____

Level 1: Demonstrates introductory understanding of the TEB content and skills.

BEHAVIORS

Can explain what TEB is and what framework we use _____

Attends initial year long training – _____

Current training participants are active in training and coaching sessions – _____

Can talk about a TEB skill they use all the time and how that helps engage youth

Understands core concepts and skills of TEB including:

- Observe the TEB Cycle _____
- Solve Problems _____
- Explore Thoughts _____
- Charge up _____
- Face Fears _____

Trauma Responsive

Level 1: Demonstrates introductory understanding of the Sanctuary Model and trauma responsive care

BEHAVIORS

Attends all 10 modules of Sanctuary training - _____

Can define what being a trauma responsive organization means _____

Can name the trauma responsive framework Domus uses _____

Understands core concepts and tools of Sanctuary/trauma responsiveness including:

- SELF (safety, emotion management, loss, future) model _____
- Community Meeting _____
- Seven Commitments (generally, what they are and why important, not naming them)___
- Safety Plans (this is an explanation of what it is, not a quiz as to whether they are wearing it)___
- Importance of self-care _____