



A RUBRIC FOR GUIDER EVALUATION

CRITERIA	NOVICE (room to grow)	APPRENTICE (getting there)	PRACTITIONER (well on the way)	EXPERT (exemplary)
Program Delivery	Basic understanding of program methods and purpose, needs of the individual and the needs of the individual, and need for flexibility. Basic knowledge of health and safety.	Limited implementation of the planning process, program adaptation and girl involvement in planning. Understands the importance of health and safety and active programming.	Able to adapt the program for the unexpected. Involves girls in the planning process, makes program fun and encourages bridging activities.	Competently integrates objective based activities. Program goals are achieved in a variety of ways. Initiates bridging activities and uses new methods to adapt and enrich the program so that it meets the needs of today's girls.
Program Skills	Aware of the skills required for the position undertaken. Aware of the importance of participating in training.	Has acquired the basic skills and knowledge necessary for effective leadership and program delivery. Values on-going evaluation.	Pursues skill development in areas which are more challenging personally. Aware of the progression through the branches.	Effective use of competent skills in a wide variety of program topic areas.
Beliefs and Values	Understands Guiding's beliefs and values including Promise and Law; Vision; Mission and Principles; spirituality and Code of Conduct.	Shows by personal example a commitment to Guiding's beliefs and values including the Promise and Law. Beginning to include spirituality in Unit meetings. Introducing the concept of respect for people, property and the environment.	Uses activities to develop and reinforce girls/leaders increased understanding of the beliefs and values and Promise and Law. Understands Diversity, focusing on the need for mutual respect. Has an understanding, awareness and respect for the world's religions.	In depth knowledge and understanding of the Vision, Mission and Principles, the fundamental principles of Girl Guides and Girl Scouts, and increased personal commitment to the Promise and Law.
Organization	Basic understanding of the organization including, origins of the organization, uniform, <i>LDP</i> , <i>POR</i> , and expectations of the position. Has been introduced to the procedures within the District or appropriate Council and the responsibility to Council.	Knowledgeable about the operational structure, history of the organization, WAGGGS, and the four World Centres and the CWFF. Wears and is aware of appropriate uniform. Knows correct positions for pins and insignia. Understands Patrol and Committee Systems.	Encourages leadership potential in others. Comfortable with delegation and supervision including accountability and responsibility. Increased knowledge of international aspects of Guiding Twinning, In/Out travel.	Thorough and current knowledge of Guiding in Canada, deeper knowledge of the World Association, committees, conference and the Western Hemisphere Region, and Canada's involvement therein. Demonstrates in depth knowledge of GGC as a worldwide Organization.

A RUBRIC FOR GUIDER EVALUATION



CRITERIA	NOVICE (room to grow)	APPRENTICE (getting there)	PRACTITIONER (well on the way)	EXPERT (exemplary)
Leadership	Understands the expectations of the position she is undertaking. Relies upon guidance from others.	Beginning to share leadership between adults and with the girls. Is involved in the planning process.	Encourages leadership potential in others. Is comfortable with delegation and supervision including accountability and responsibility.	Consistently respectful of others, shares resources and ideas while encouraging others, delegates well and understands own strengths and skills and their impact on others.
Membership Issues	Aware of the position of Girl Guides of Canada on current issues; and knows the lines of communication regarding those issues. Presents a positive image and is a role model for Guiders and girls.	Knows responsibility for reporting any suspicion or disclosure of child abuse immediately to the appropriate authority. Understands current issues including special needs and diversity. Is aware of the need for recruitment.	Broader knowledge and awareness of Contemporary issues. Interacts positively with the community. Assists with recruitment.	Promotes Guiding within the community. Recruits and assists with retention and recognition of current members.
Administration	Basic understanding of financial responsibility, record keeping, permission and confidentiality.	Understands the <i>Standard Financial Reporting System</i> . Is aware of fund raising policies. Able to keep girls' progress records.	Aware of fund raising criteria. Correctly uses the <i>Standard Financial Reporting System</i> , forms for camping, international, travel and other activities.	Has knowledge of and uses required Guiding forms when necessary. Uses <i>POR</i> , is aware of GGC By-Laws, keeps deadlines, girls' records, financial records & paperwork associated with her position.
Communication	Able to communicate and interact positively with the girls and other Unit Guiders.	Active listener, respectful of others. Updates Commissioner regularly, consulting her on potential problems.	Effective problem solver, capable of clearly communicating with her girls' parents, her Commissioner, other Guiders and the community.	Capable of achieving conflict resolution. Excellent verbal and written communication skills.
Resources	Aware of resources available.	Beginning to use Guiding resources and Guiding Resource people.	Competently uses resources available within Guiding and in the Community. Aware of potential uses of technology within Guiding.	Understands the importance of using current resources and consistently integrates them within the program.