

# REACH DANE REACH GREEN HEAD START

## SUPERVISORY EVALUATION FORM

### 4K TEACHER DIRECTOR

Employee \_\_\_\_\_ Date \_\_\_\_\_

Type of Rating: Annual \_\_\_\_\_ Introductory \_\_\_\_\_

#### Performance Definitions

- **Meets Expectations** – Performance consistently exceeds professional standards and objective of the position. Performance of a job function is completed in an exceptional fashion. This rating is reserved for those individuals whose distinguished performance is obvious to all.
- **Needs Improvement** – Performance generally meets standards of the job functions but sometimes falls below acceptable standards. The employee has demonstrated ability to correct deficiencies. The need for further development is recognized. Comments are required for this rating. Identify goals and improvements.
- **Unsatisfactory** - Performance is clearly and consistently inadequate or below professional standards. Comments are required for this rating. Identify goals and improvements. (Should be on a PIP or disciplinary action must be in place).

#### General Work Habits

|  |    |    |   |
|--|----|----|---|
| Arrives on time.                                   | ME | NI | U |
| Reliable in attendance.                            | ME | NI | U |
| Alert in health and safety matters.                | ME | NI | U |
| Flexible with assignments and schedule.            | ME | NI | U |
| Comes to work with a positive attitude             | ME | NI | U |
| Gives direct supervisor ample notice for absences. | ME | NI | U |
| Remains calm in a tense situation.                 | ME | NI | U |

Comments:

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#### Key Performance Factors from Job Description

##### Establish a Safe and Healthy Environment

|  |    |    |   |
|--|----|----|---|
| Ensures children are closely supervised at all times   | ME | NI | U |
| Follows attendance/tracking procedures. Maintains attendance/tracking records at all times   | ME | NI | U |
| Ensures that building, playground and classroom are maintained in a safe, clean, orderly condition and in good repair                                | ME | NI | U |
| Adjusts staffing schedules according to program need   | ME | NI | U |
| Posts team responsibilities, task lists, and chain of command protocol in classroom  | ME | NI | U |
| Complies with state child care licensing rules   | ME | NI | U |
| Completes fire and safety checklist, monthly documenting fire and tornado drills, and posts on classroom bulletin board                              | ME | NI | U |
| Completes Reach Dane Cleaning, Sanitation and Disinfection Checklist, Reach Dane Medication Procedure Checklist and post on classroom bulletin board | ME | NI | U |
| Documents all injuries and medications in medical log using proper procedures and  | ME | NI | U |

|   |    |    |   |
|---|----|----|---|
| reviews medical log at team meetings  |    |    |   |
| Be knowledgeable of ECERS-R and Site Specific Orientation Checklist regarding safety, health and nutrition competencies | ME | NI | U |
| Follows child abuse and neglect policies procedures; ensures classroom staff knows procedure                            | ME | NI | U |
| Sanitary conditions are maintained at all times; site cleaning responsibilities are required as applicable              | ME | NI | U |
| Maintain classroom Health Action Binders to include current, necessary health action plans                              | ME | NI | U |

Comments:

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### Planning for Developmentally Appropriate Child Outcomes

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|---|----|----|---|
| Implements agency approved curriculum that includes the following Head Start mandated outcomes: <ul style="list-style-type: none"> <li>Language Development, Literacy, Mathematics, Science, Creative Arts, Social-Emotional Development, Physical &amp; Health Development, Nutrition, Approaches to Learning (initiative, curiosity, engagement, persistence, reasoning and problem-solving)</li> </ul> | ME | NI | U |
| Follows contracting school district required 4K curriculum in addition to Reach Dane's Creative Curriculum and Developmental Continuum Assessment   | ME | NI | U |
| Implements a developmentally appropriate curriculum that reflects observations and assessments of individual children and goals jointly developed with parents  | ME | NI | U |
| Completes each child's developmental, vision and behavioral screening within agency-identified time frame   | ME | NI | U |
| Participates in the Individual Education Plan (IEP) process for referred children   | ME | NI | U |
| Completes a weekly lesson plan; posts on parent bulletin board; includes PAC meeting input, Child of the Week, individualization notations and nutrition experience   | ME | NI | U |
| Completes and updates child development goal sheet for each child enrolled as defined in the policies and procedures manual (Form 408)  | ME | NI | U |
| Fosters positive self-concept by supporting individuality, independence, and the ability to make choices  | ME | NI | U |
| Demonstrates respect for diversity by providing anti-bias, non-sexist language, images, materials, equipment and experiences that reflect both center and global communities  | ME | NI | U |
| Plans a daily schedule that provides a balance of activities: quiet / active, indoor / outdoor, fine / gross motor, etc.  | ME | NI | U |
| Plans and implements child-directed, child-initiated activities while limiting large group, staff-initiated activities  | ME | NI | U |
| Plans curriculum yet maintains flexibility in changing planned activities, according to children's interests and Creative Curriculum results; records emergent curriculum on the lesson plan  | ME | NI | U |
| Creates documentation of children's accomplishments through anecdotal notes, summary sheets and child portfolios  | ME | NI | U |
| Integrates active media that children can control and reflects children's interests and skills  | ME | NI | U |
| Assesses children three times per year using the Creative Curriculum Developmental Continuum  | ME | NI | U |

Comments:

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**Social Emotional Development**

|  |    |    |   |
|--|----|----|---|
| Cultivates a sense of community in classroom by taking a leadership role; communicates respect, shares knowledge of curriculum and practice and child development and learning               | ME | NI | U |
| Places names on cubbies, in writing center and in gathering area   | ME | NI | U |
| Interacts frequently, affectionately, and respectfully by smiling, touching, and holding children appropriately; speaks in a calm, courteous manner within close proximity of the child      | ME | NI | U |
| Communicates directly with each child at the child's level   | ME | NI | U |
| Engages and communicates constructively with individual children during activities and routines; takes every opportunity to positively extend children's thinking and potential for learning |    |    |   |
| Be available and responsive to children  |    |    |   |
| Speaks with children in a friendly, positive, courteous manner   | ME | NI | U |
| Works towards the highest rating on ECERS-R with regards to greeting and departing routines  | ME | NI | U |
| Encourages and models social behavior and expectations that are developmentally appropriate  | ME | NI | U |
| Acknowledges feelings with sensitivity and demonstrate appropriate expression of emotions  | ME | NI | U |
| Welcomes and cooperates with agency's mental health consultants  | ME | NI | U |

Comments:

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**Positive Guidance**

|   |    |    |   |
|---|----|----|---|
| Adheres to agency's Child Guidance Policy found in the policies and procedures manual   | ME | NI | U |
| Conducts smooth and unregimented transitions between activities; uses puppets, songs, finger-plays and strategies that are fun for children | ME | NI | U |
| Works towards highest rating on ECERS-R with regards to discipline  | ME | NI | U |
| Follows procedure for behavioral planning as outlined in the policies and procedures manual   | ME | NI | U |

Comments:

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**Positive and Productive Relationships with Families**

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|--|----|----|---|
| Respects parents as child's primary teacher; responds to parent situations, comments and concerns with sensitivity, interest and respect | ME | NI | U |
| Shares resources with parents through discussions, articles, parent boards, newsletters, and community contacts                          | ME | NI | U |
| Shares in planning and facilitating Parent Advisory Committee and Family Fun Night   | ME | NI | U |
| Conducts required home visits and parent conferences during the year   | ME | NI | U |
| Completes and updates Family Partnership Agreement in cooperation with the Family Outreach Worker (Form 219A)                            | ME | NI | U |
| Conducts parent surveys of classroom 2 times per year for part day   | ME | NI | U |
| Informs parent of injuries / illness as soon as possible in accordance with agency policies and procedures                               | ME | NI | U |
| Works with families to ensure follow-up is completed for all identified health conditions / needs  | ME | NI | U |
| Works with and supports family in developing Head Start IEP for children with disabilities   | ME | NI | U |

|  |    |    |   |
|--|----|----|---|
| Plans and engages in parent involvement opportunities  | ME | NI | U |
| Gathers parent input for lesson planning   | ME | NI | U |
| Helps families reach their own conclusions and respects their rights to make their own decisions; supports families through the Family Partnership Agreement | ME | NI | U |
| Collaborates with Family Service Center, Children Service Director, Family Outreach Worker, Family Advocate and Mental Health Consultant when needed         | ME | NI | U |
| Emphasizes strengths in children and families  | ME | NI | U |
| Acknowledges parents and all classroom visitors; shows courteous and professional conduct  | ME | NI | U |
| Responds to parent situations, comments and concerns with sensitivity, interest, and respect   | ME | NI | U |
| Maintains confidentiality  | ME | NI | U |

Comments:

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### Program Management

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| Provides orientation to members of the classroom team in timeframe required using Site Specific Orientation Checklist (Form 389A)   | ME | NI | U |
| Supervises assigned staff by providing regular, constructive feedback for support and guidance, as well as addressing concerns in a timely manner   | ME | NI | U |
| Supervises the Family Outreach Worker: <ul style="list-style-type: none"> <li>o Ensure quality, comprehensive services including, health, nutrition, parent involvement and Family Partnership Agreements for all classroom participants</li> <li>o Ensure follow through on required health information, such as physicals, immunizations, dental exams, vision exams, hearing exams and heights and weights; ensure follow up is completed for needed care.</li> <li>o Ensure follow-up is completed for needed care</li> <li>o Meet weekly to help prioritize tasks and responsibilities with FOW, and ensure discussion of services to families.</li> <li>o Mentor FOW on building classroom skills</li> <li>o Ensure that children receive transportation to and from health and/or dental appointments</li> </ul> | ME | NI | U |
| Ensures assigned staff meets educational requirements for the position and completes required yearly training   | ME | NI | U |
| Ensures assigned staff complies with all child care licensing standards, Head Start Performance Standards, agency work plans, the policies and procedures manual and job descriptions   | ME | NI | U |
| Conducts New Employee Period and Annual Performance Evaluations in the time frame required  | ME | NI | U |
| Conducts and documents weekly team meetings; has a system for team input into agendas   | ME | NI | U |
| Complies with NAEYC accreditation competencies  | ME | NI | U |
| Complies with city of Madison accreditation if applicable   | ME | NI | U |
| Completes all Head Start requirements for enrolled children within timelines as defined in the policies and procedures manual   | ME | NI | U |
| Completes required checklist for Program Service Coordination (PSC) meeting and meets with supervisor; follows through on required tasks  | ME | NI | U |
| Coordinates and collaborates with public school when applicable   |    |    |   |
| Ensures volunteers are trained and supervised and all appropriate paperwork is completed and on file  | ME | NI | U |
| Actively participates in and supports recruitment   | ME | NI | U |
| Seeks out community resources and uses to enhance family support and classroom  | ME | NI | U |

|             |  |  |  |
|-------------|--|--|--|
| programming |  |  |  |
|-------------|--|--|--|

Comments:

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### Facility Coordination

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| Coordinate program operations with building / facility and maintain good public relations with site office staff, abiding by site rules and regulations | ME | NI | U |
| Communicate and recommend to administration any maintenance needs   | ME | NI | U |
| Assure general maintenance and security of facility   | ME | NI | U |
| Assist in inventory of all site equipment   | ME | NI | U |

Comments:

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### Professionalism

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|---|----|----|---|
| Cooperates in completing and implementing the ongoing action plan to meet the classroom framework, startup checklist, job description, performances appraisals or other reviews | ME | NI | U |
| Obtains required continuing education hours and maintains necessary documentation   | ME | NI | U |
| Conducts weekly team meetings for classroom planning, child individualization and task delegation   | ME | NI | U |
| Attends monthly site meetings   | ME | NI | U |
| Upon hire, secures Registry certificate within 3 months   | ME | NI | U |
| Works towards highest rating on ECERS-R regarding Opportunities for Professional Growth   | ME | NI | U |
| Demonstrates knowledge of ages and stages of development; understands the general areas of physical, social, cognitive and emotional development for designated age group       | ME | NI | U |
| Supports agency mission, philosophies, values, goals and policies when working with parents, coworkers, and community   | ME | NI | U |
| Demonstrates flexibility and openness to new ideas in child care practices  | ME | NI | U |
| Attends staff meetings, required training, and other agency events  | ME | NI | U |
| Attends all contracting school district trainings and meetings  | ME | NI | U |
| Will work the contracting school district's required schedule   | ME | NI | U |
| Responds to agency needs by attending training, contributing to newsletters, serving on a task force, or substituting for another coworker when needed                          | ME | NI | U |
| Receives constructive criticism with an attitude that indicates a willingness to improve; gives feedback in a respectful manner   | ME | NI | U |
| Establishes and maintains a relationship of cooperation and respect with coworkers  | ME | NI | U |
| Assumes a fair share of work; looks for ways to be helpful; demonstrates initiative   | ME | NI | U |
| Offers and share ideas and materials with coworkers   | ME | NI | U |
| Communicates directly, works to resolve conflicts quickly, and avoids gossip  | ME | NI | U |
| Staff communicates with each other to ensure smooth operations  | ME | NI | U |
| Based on ELLCO (Early Language and Literacy Classroom Observation) observation, creates an action plan to implement a high quality literacy program                             | ME | NI | U |
| Completes the PIR Checklist; reflects on and identifies strengths and areas for improvement   | ME | NI | U |
| Collaborates with public school itinerant, special education service providers  | ME | NI | U |

Comments:

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**Outstanding Acknowledgements:**

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**Goals or improvements sought for next evaluation:**

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**Agreed upon action plan to meet goals:**

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2. 

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3. 

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**Employee** \_\_\_\_\_ **Supervisor** \_\_\_\_\_

**Date** \_\_\_\_\_

**If end of Introductory/New Hire Period indicate recommendation below:**

- ☐ **Passed Introductory/New Hire Period**
- ☐ **Extend Introductory/New Hire Period by \_\_\_\_ days**
- ☐ **Discontinue employment with Reach Dane**