

Reach Dane Reach Green Head Start

Non - Supervisory Evaluation Form

Child and Family Resilience Specialist

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:

Key Performance Factors from Job Description

Emotional Intelligence Capabilities

Initiative - ability to use independent thought and action to meet needs; commitment, drive, optimism, innovation, acts as leader and change agent in inspiring and guiding others	ME	NI	U
Attachment/Relationships/Social Skills - ability to promote and maintain mutual, positive connections with parents, children, and staff; strengths-based, trauma-informed, perspective taking	ME	NI	U
Self-Regulation - ability to experience a range of feelings and emotions and express them in healthy, appropriate ways; awareness of self, preferences, resources	ME	NI	U
Reflective Capacity - ability and desire to step back and process one's internal state and responses to others with a supportive person	ME	NI	U

Empathy- awareness of others' feelings, needs, and concerns; service orientation that anticipates, recognizes, and strives to meet individual's needs	ME	NI	U
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Comments:

Role in Home with Parent/Caregiver

Build supportive, trusting relationship/partnership with enrolled parents through evidence-based, trauma-informed home visiting practices	ME	NI	U
Employ core conditions of therapeutic relationship building of empathy, genuineness, unconditional positive regard	ME	NI	U
Complete family enrollments as needed into program, utilize as time to join/begin building relationship/gather information	ME	NI	U
Work in collaboration with education and mental health teams to support families in their efforts to enhance their children's social and emotional well-being and prevent or reduce challenging behaviors through research-based prevention initiatives such as everyday routines, activities, and interactions	ME	NI	U
Introduce and implement the Devereux Center for Resilient Children (DCRC) <i>Your Journey Together, Building the Resilience of Children and Families</i> Curriculum with select families	ME	NI	U
Assess family need for and interest in engagement with <i>Your Journey Together (YJT)</i> curriculum based on collaboration and communication with Parent, Lead Teacher, and Social Emotional Specialist/Mental Health Consultant early in program year	ME	NI	U
Offering of <i>Your Journey Together (YJT)</i> curriculum with engaged families includes, weekly 45 min-1 hr home visits with parent/caregiver introducing modules and stepping stones and supporting understanding, reflection, and activity engagement in Resilience, Strengthening Caregiving Practices that Promote Resilience, Strengthening Children's Protective Factors, and Promoting Resilient Adult Caregivers	ME	NI	U
As part of specialist role in YJT curriculum, support parent/caregiver in engagement with and completion of three below tools assessing social and emotional wellbeing of parents and children, 1. Devereux CAREgiving checklist, parents reflect/identify strengths and needs of caregiving practices 2. Devereux Early Childhood Assessment for Preschoolers (DECA), parents reflect upon and assess child's protective factors; and/or Devereux Child Resilience-Building Plan 3. Devereux Adult Resiliency Survey (DARS), parents reflect upon their personal strengths	ME	NI	U
Support connection of YJT curriculum reflections and activities at home with social-emotional support and goals at school through strengths-based, safe relationship building between parent, resilience specialist, social-emotional specialist, mental health consultant, and lead teacher	ME	NI	U
Cultural, race, equity, and linguistic sensitivity, inquiry, and responsiveness	ME	NI	U
Complete family assessment tool (FOSPI) twice/annually- utilizing tool as means to further build relationship with parent and explore vulnerable topics together	ME	NI	U
Provide practical assistance to parents/families such as basic needs/resources	ME	NI	U

For families not engaged in YJT curriculum, engage in family partnership process-working with family to set parent/child/family goals and address barriers/support steps to achieving goals through quarterly home visits	ME	NI	U
Through home visits and other communication/connection offer relational and emotional support to parents through reflective space, modeling healthy/therapeutic relationships, and supporting parent/child relationships	ME	NI	U

Comments:

Role Among Site/Dept Teams

Engage in thoughtful, caring, family and child focused, communicative relationships with larger family services team, education, mental health, and other community-based supports	ME	NI	U
Support parent empowerment, safety, and trust in communication with site education and mental health teams around reflections from home visits pertaining to child and adult resilience, caregiving practices, and child's protective factors	ME	NI	U
Additionally support site teams in trauma-sensitive, safe, trusting, and healing language, environments, and approaches with parents/caregivers	ME	NI	U
Work as team with parent, lead teacher, social emotional specialist, and/or mental health consultant to align/connect specific caregiving strategies and goals developed at home based on child and family protective factors and risks, with social-emotional support strategies and goals utilized in the classroom/at school <ul style="list-style-type: none"> ○ Specific attention given to <ul style="list-style-type: none"> ▪ Protective factors within child's Environment, Family, Self ▪ Within-child protective factors of Attachment and Relationships, Initiative, Self-Regulation ○ Frequent input on strengths and areas for growth from parent and lead teacher 	ME	NI	U
Engage in regular, supportive reflective supervision with supervisor	ME	NI	U
Collaborate, consult, and reflect with other CFRSs through monthly small group mentoring	ME	NI	U
Support Socializations (Family Fun Events) both planning and leading event as possible/appropriate with classroom team	ME	NI	U
Child Plus database family services documentation- home visits, parent contacts, socializations, family goals, outcomes, PIR etc	ME	NI	U
Active role in mentoring newly hired FOWs, supporting their growth building safe, supportive, trauma-informed relationships with parents and site teams	ME	NI	U
Support 4k registrations/Kindergarten transitions as needed	ME	NI	U

Comments:

Role in Agency

Leader in knowledge of building resilience in children and families	ME	NI	U
Support PFCE practices globally	ME	NI	U
Steward of TI practices	ME	NI	U
Leadership in Parent Engagement/Staff PD Opportunities	ME	NI	U

Comments:

Outstanding Acknowledgements:

Goals or improvements sought for next evaluation:

Agreed upon action plan to meet goals:

1.

2.

3.

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**