

REACH DANE REACH GREEN HEAD START SUPERVISORY EVALUATION FORM I/T TEACHER AIDE

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

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 reviews medical log at team meetings	ME	NI	U
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
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Comments:

Planning for Developmentally Appropriate Child Outcomes

Implements agency approved curriculum that includes the following Head Start mandated outcomes: <ul style="list-style-type: none"> Language Development, Literacy, Mathematics, Science, Creative Arts, Social-Emotional Development, Physical & Health Development, Nutrition, Approaches to Learning (initiative, curiosity, engagement, persistence, reasoning and problem-solving) 	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

Comments:

Social Emotional Development

Must have a warm and friendly personality, be sensitive to the feelings and needs of others and be able to relate well to children, families, staff and community	ME	NI	U
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	ME	NI	U

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:

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:

Positive and Productive Relationships with Families

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:

Program Management

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">○ Ensure quality, comprehensive services including, health, nutrition, parent involvement and Family Partnership Agreements for all classroom participants○ 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.○ Ensure follow-up is completed for needed care○ Meet weekly to help prioritize tasks and responsibilities with FOW, and ensure discussion of services to families.○ Mentor FOW on building classroom skills○ Ensure that children receive transportation to and from health and/or dental appointments	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
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 programming	ME	NI	U

Comments:

Professionalism

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	ME	NI	U

task delegation			
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 Positive Interaction Rating 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:

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