

REACH DANE REACH GREEN HEAD START

SUPERVISORY EVALUATION FORM

MULTI-SITE 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:

Key Performance Factors from Job Description

Director Duties

Ensure agency compliance with Wisconsin Child Care Licensing requirements	ME	NI	U
Ensure the implementation of a developmentally appropriate classroom, contribute to the development of social competence, and provide an environment rich in creative experiences	ME	NI	U
Ensure the quality care, safety, and nurturance of all children on site at all times	ME	NI	U
Ensure that site has proper supplies and equipment necessary for quality individual programming and that all items required are in good repair	ME	NI	U
Provide guidance and assistance to staff in the maintenance of a clean, safe and orderly classroom environment	ME	NI	U
Ensures reporting needs of program is complete each month	ME	NI	U
Ensure all parents are treated in a respectful and courteous manner at all times	ME	NI	U
Maintain a professional manner at all times	ME	NI	U
Attend meetings as required or assigned	ME	NI	U
Comply with all agency policies and standards	ME	NI	U
Maintain a professional manner at all times	ME	NI	U
Supervise staff	ME	NI	U
Perform other duties as assigned by Education Programming Manager	ME	NI	U

Comments:

Establish a Safe and Healthy Environment

Ensure children are closely supervised at all times	ME	NI	U
Adjust staffing and center schedule according to program need	ME	NI	U
Follows and maintains accurate attendance and tracking records at all times	ME	NI	U
Ensures that classrooms are maintained in a safe, clean and orderly condition to ensure materials are in good repair	ME	NI	U
Complies with state child care licensing rules	ME	NI	U
Completes fire and safety checklist, monthly documenting fire and tornado drills	ME	NI	U
Documents all injuries and medications in medical log using proper procedures and reviews medical log at team meetings	ME	NI	U
Documents all illnesses that require children to be excluded from the program	ME	NI	U
Be knowledgeable of site specific handbook regarding safety health procedures, and expectations	ME	NI	U
Follow child abuse and neglect policies and procedures; ensures classroom staff knows procedure	ME	NI	U
Ensure sanitary conditions are maintained at all times; site cleaning responsibilities are required as applicable	ME	NI	U
Ensure the quality care, safety and nurturance of all site children at all times	ME	NI	U
Ensures that the building, playground and classrooms are maintained in a safe, clean, orderly condition and is in good repair	ME	NI	U
Ensure classroom completion of Reach Dane Cleaning, Sanitation and Disinfection Checklist, Reach Dane Medication Procedure Checklist	ME	NI	U
Review classroom medical logs	ME	NI	U
Be knowledgeable of Site Specific Orientation Checklist regarding safety, health and nutrition competencies	ME	NI	U

Comments:

Planning for Developmentally Appropriate Child Outcomes

Ensure and support classrooms and staff to: <ul style="list-style-type: none">○ Foster positive self-concept by supporting individuality, independence, and the ability to make choices○ Demonstrate respect for diversity by providing anti-bias and non-sexist language, images, materials, equipment, and experiences that reflect both center and global community○ Integrate active media that children can control and reflects children's interests and skills○ Implement child directed, child initiated activities while limiting adult initiated activities○ Provide a variety of activities and materials that are appropriate for a mixed age classroom○ Contribute to the development of social competence and provide an environment rich in creative experiences○ Use knowledge of developmentally appropriate practices while incorporating Creative Curriculum into interacting and planning for children in a mixed age classroom○ Implement a developmentally appropriate curriculum that reflects observations and assessments of individual children and goals jointly developed with parents○ Plan a daily schedule that provides a balance of activities: quiet/active, indoor/outdoor, fine/gross motor, etc.○ Plan curriculum yet maintain flexibility in changing planned activities, according to children's interests and Creative Curriculum results;	ME	NI	U
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<ul style="list-style-type: none"> record emergent curriculum on the lesson plan Complete assessment of each child three times per year using the Creative Curriculum Teaching Strategies COLD program Create documentation of children's accomplishments through anecdotal notes, summary sheets and child portfolios 			
Review classroom plans	ME	NI	U
Ensure implementation of 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, reason and problem-solving) 	ME	NI	U
Participate in the Individual Education Plan (IEP) process for referred children	ME	NI	U

Comments:

Social and Emotional Development

Cultivates a sense of community in classroom by communicating respect, sharing knowledge of curriculum and practice and child development and learning	ME	NI	U
Interacts frequently, affectionately, and respectfully by smiling, touching, and holding children appropriately	ME	NI	U
Speaks with children in a friendly, positive, calm, and 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	ME	NI	U
Be available and responsive to children	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	

Comments:

Positive Guidance

Adheres to agency's Child Guidance Policy found in the policies and procedures manual	ME	NI	U
Ensure and support staff to conduct smooth and unregimented transitions between activities; use puppets, songs, finger-plays and strategies that are fun	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
Ensure parents informed of injuries/illness as soon as possible in accordance with	ME	NI	U

agency policies and procedures			
Works with families to ensure follow-up is completed for all identified health conditions / needs	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
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 and documents monthly site meetings; has a system for staff input into agendas	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
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 programming	ME	NI	U
Support teachers in the development of appropriate teaching techniques, environments and staff interactions by providing resources, modeling, responding to specific training requests from staff, assisting in daily operations, problem solving, orientation of new staff, personnel action, staff development, and onsite observation and supervision using a coaching model of one to one feedback	ME	NI	U

Comments:

Facility Coordination

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:

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
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Obtains required continuing education hours and maintains necessary documentation	ME	NI	U
Attends monthly site meetings	ME	NI	U
Upon hire, secures Registry certificate within 3 months	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
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
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:

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**

AGENCY WIDE PERFORMANCE FACTORS – SUPERVISOR

Communication (Oral and Written)

- Relays information to supervisors, peers, employees, volunteers, collaborative partners, parents and community in a clear, timely, concise, accurate, thorough, and respectful manner both verbally and in written form
- Demonstrates effective listening skills and makes productive use of the information
- Communicates openly
- Participates actively in meetings; makes meaningful contributions

Working Collaboratively

- Supports agency goals, initiative, mission, values and vision
- Supports Trauma-Informed Care (TIC) Values: Safety, Trustworthiness, Choice, Collaboration; and Empowerment
- Shares appropriate information with team members and administration

Professional Behavior/Judgment/Initiative/Confidentiality

- Maintains a positive and professional attitude and approachable style while interacting with others. Polite, courteous, well-spoken when representing agency on and off the work site. Follows dress requirements for work
- Anticipates potential problems and takes preventative measures before they occur and consistently applies sound problem-solving skills
- Seeks out new assignments, suggests usable ideas, methods, techniques, and works effectively without supervision
- Maintains confidentiality of all agency information, including information relative to children, families, and staff

Work Quality/Productivity/Results

- Results oriented: Effectively sets goals and achieves high performance by using required levels of knowledge and skill for successful performance outcomes
- Demonstrates productive and accurate work while meeting deadlines and assures the same of direct reports
- Uses time management skills effectively
- Demonstrates problem solving ability resulting in positive suggestions for improvement

Interactions with others/Teamwork

- Sets a positive example for the team; motivates others; creates enthusiasm for team effort
- Promotes, models and maintains respectful working relationships with supervisor, team, other staff, parents and community
- Promotes and provides leadership toward a quality, healthy, creative, nurturing environment for children, families and staff that models dignity and respect
- Models, promotes and exhibits a positive and cooperative attitude; sets a model for teamwork that encourages common goals
- Listens reflectively and accepts suggestions willingly
- Supports for success and encourages the efforts and achievement of others
- Demonstrates shared responsibility for agency and departmental issues – jumps in and helps out as needed
- Promotes, models and maintains an approachable manner that encourages interactions with others
- Effectively builds the team, promoting strong working relationships
- Focuses on the greater good of the organization
- Collaborates effectively with others
- Exhibits an ability to adapt to change

Accountability

- Completes Job Description duties and understands the expected results to be achieved
- Meets commitments, gives and seeks feedback, takes responsibility for actions
- Completes and maintains required recordkeeping on a timely basis

- Arrives and is ready for work and appointments on time
- Routinely checks agency e-mails, voicemail and written correspondence and responds in an appropriate and timely manner
- Takes responsibility for professional growth, development, and continued education
- Complies with agency policies, procedures, and other local, state, and national requirements
- Assures safety and security practices and procedures are followed.

Leadership

- Provides guidance and direction to employees; assumes leadership in a positive way
- Asks for and is responsive to feedback on own management style
- Develops, communicates, and executes work expectations while using the expertise of team members effectively
- Identifies and resolves conflict/dissatisfaction issues
- Observes early signs of changing conditions; demonstrates adaptability and flexibility
- Offers creative and effective solutions
- Follows up to ensure that appropriate actions have been taken
- Takes initiative to inquire about customer needs and opinions
- Effectively handles and responds to customer and employee complaints

Managing People/Delegation

- Treats all employees with fairness and respect
- Provides clear, useful, objective and timely feedback to staff members; communicates clear performance expectations
- Assures direct reports are held accountable to performance expectations; supports direct reports in assuring employees meet accountability expectations
- Completes and maintains required recordkeeping on a timely basis (programmatic and personnel)
- Addresses conflict or differences of opinion in a positive and respectful manner
- Encourages creativity, independence and innovation in the workplace; open to new ideas; allows and supports employees to make decisions
- Delegates tasks to staff appropriately and in a respectful manner
- Communicates through appropriate verbal and nonverbal language in a manner that promotes professional growth
- Ensures hiring and training procedures, including NEO, are followed; ensures new employees are fully trained on all aspects of the job
- Encourages and develops customer service skills in employees.
- Takes initiative to inquire about employee needs and opinions

Planning, Organizing and Decision Making

- Sets precise, measurable goals that are realistic, challenging and compatible with organization goals
- Able to prioritize work and manage time effectively; Sets realistic deadlines for self and others and ensures deadlines are met
- Anticipates problems and plans accordingly; observes early signs of changing conditions and responds effectively; acts versus reacts
- Initiates new approaches and ideas
- Approaches problems as part of an overall system rather than reacting to them in isolation
- Uses data to make informed decisions.
- Maintains a sense of urgency in solving problems

Comments: _____

Employee Signature _____ Date _____