

REACH DANE REACH GREEN HEAD START

NON-SUPERVISORY EVALUATION FORM

Teacher Aide – Teacher Assistant , I, II, III

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

Maintain a Safe and Healthy Environment

Assist teacher in the organization and maintenance of site and equipment	ME	NI	U
Ensures children are closely supervised at all times	ME	NI	U
Follows attendance / tracking procedures; maintains accurate attendance / tracking records at all times	ME	NI	U
Ensures that the building, playground and classroom are maintained in a safe, clean, orderly condition and is in good repair	ME	NI	U
Complies with State Child Care Licensing Rules	ME	NI	U
Follows Child Abuse / Neglect Policy & Procedures	ME	NI	U
Assist children with all toileting needs, including diapering if applicable	ME	NI	U
Maintain classroom Health Action Binders to include current, necessary health action plans	ME	NI	U
Ride bus and escort children using prescribed tracking and safety procedures as required	ME	NI	U
Provide documented weekly nutrition experiences	ME	NI	U

Comments:

Planning for Developmentally Appropriate Child Outcomes

Responsible for assisting the teacher with the full implementation of Head Start Performance Standards, policies and procedures, regulations and guidelines in the day to day operation of an early childhood classroom, including developmentally appropriate practices for children ages 0-5	ME	NI	U
Assists in planning and implementing the daily program of activities based on principles of child development and in accordance with the program's curriculum	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
Assist in observing each child daily to assess skills, interests, and needs and use this information to facilitate learning and growth	ME	NI	U
Assist teacher in the full implementation of IEP's, and behavior/medical plans, of children with special needs	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

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
Establishes a positive relationship with each child's family and share information about the child's day at the center	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, Family Fun Nights and End of Year Celebrations	ME	NI	U
Works with and supports family in developing Head Start IEP for children with disabilities	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 Documents all parent conversations in the contact log	ME	NI	U
Assists in conducting home visits and staff/parent conferences at request of the Lead Teacher	ME	NI	U
Maintains confidentiality	ME	NI	U

Comments:

Professionalism

Supports agency mission, philosophies, values, goals and policies of agency when working with parents, coworkers, and community	ME	NI	U
Attends staff meetings, required training, and other agency events	ME	NI	U
Responds to agency needs by contributing to newsletters, serving on a committee, 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 shares ideas and materials with coworkers	ME	NI	U
Communicates directly, works to resolve conflicts quickly, and avoids gossip	ME	NI	U
Collaborates with public school itinerant, special education service providers, if applicable	ME	NI	U
Maintain good public relations with the site sponsor and abide by the site rules and regulations	ME	NI	U

Comments:

Outstanding Acknowledgements:

Goals or improvements sought for next evaluation:

Agreed upon action plan to meet goal:

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

Head Start Performance Standards of Conduct

Rationale: The provision of standards of conduct and professional ethics statement supports agencies in reinforcing appropriate professional behavior among staff. Written standards of conduct help to guide staff members in making decisions about their actions in potentially controversial or ambiguous situations; and they help protect staff against allegations of misconduct.

Head Start Performance Standard 1304.54(h) (1) states:

Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards specify:

- 1) They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;
- 2) They will follow program confidentiality policies concerning information about children, families, and other staff members;
- 3) No child will be left alone or unsupervised while under their care; and
- 4) They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

By signing your name below, you are indicating and acknowledging that you have been informed of these standards and professional ethics of the Head Start Program. Failure to comply with these Head Start Standards of Conduct will lead to disciplinary action up to and including termination.

Employee Signature

Date

Head Start Site Assignment

Please return signed copy to Human Resources

AGENCY WIDE PERFORMANCE FACTORS:

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

Employee Signature

Date