**Important Instructions:**

The instructions below will assist you in getting through your portion of the performance evaluation in an efficient and effective manner. (Please feel free to print this page if necessary.)

* After downloading your performance evaluation form, please save it to your flash drive using the following filename example:

**2015 Performance Evaluation-***Your first and last name*

* Please make all entries in the “**Self**” column (based on your job responsibilities, there are 6-7 specific categories)
* You will only need to complete the lines, sections or columns shaded with a gold background color (*like this one*).
* Read through each performance section carefully and enter a “**checkmark**” on the line that best describes your performance. (You can enter a checkmark by holding the “**Shift”** key and pressing the letter “**P**” for each entry).
* You **do not** have to enter anything in the “**Total**” row. (This will be completed by your manager.)
* Feel free to use the **Comment** page (*near the end of the performance evaluation*) to type any comments you feel will further explain your performance, concerns, and/or requests.
* **Note:** ***The last page should only be completed by your manager.***
* Please review your performance evaluation form carefully to make sure all categories have been completed.
* Once everything is done, please save your form and email to the Director and Assistant Director:

debrah@gacoc.org

margaretj@gacoc.org

|  |  |  |  |
| --- | --- | --- | --- |
| **Employee:** |  | **Job Title:** | Teacher |
| **Evaluator:** |  | **Date:** |  |

**Goals of a performance appraisal system:**

1. To provide the employee with a precise understanding of how the manager believes the worker is performing
2. To provide the employee with a clear understanding about what performance is expected on the job
3. To establish a mutually agreed-upon program of performance improvement and professional development
4. To develop a stronger working relationship between the manager and the employee
5. To provide a system in which to reward superior performance including supplying information that will lead to modification of assignments, such as placement in other positions and promotions
6. To provide a basis for supplying information that will lead to modification of assignments, such as placement in lesser positions or termination
7. **Attendance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating:** | **Self** |  | **Mgr.** | **Occurrences (excluding vacation)** |
| 0% Below Expectation |  |  |  | Any unexcused absence or absences exceeding 10 |
| 3% Allowable |  |  |  | 7-10 sick days (less than 1 hr. notice is unexcused) |
| 7% MeetExpectation |  |  |  | 1-6 sick days (less than 1 hr. notice is unexcused) |
| 10% Above Expectation |  |  |  | 0 days off |
| **Total**: |  |  |  |  |

1. **Policies and Procedures and Professionalism**

| **Rating:** | **Self** |  | **Mgr.** |  |
| --- | --- | --- | --- | --- |
| **0% Below Expectation** |  |  |  | Does not carry out classroom procedures. |
|  |  |  |  | Does not carry through when asked to assume job assignment. |
|  |  |  |  | Does not keep classroom sanitary. |
|  |  |  |  | Does not notify leadership team of count if out of ratio. |
|  |  |  |  | Does not sit with class to eat and serve in relaxed atmosphere. |
|  |  |  |  | Rarely helps prepare for new children. |
|  |  |  |  | Dresses inappropriately, not according to dress code. |
|  |  |  |  | Misses staff meeting (excluding director-approved absence). |
|  |  |  |  | Inflexible in dealing with other staff members. |
|  |  |  |  | Does not provide adequate training to assistants and support staff. |
|  |  |  |  | Often does not relay information to other staff members. |
|  |  |  |  | New children are occasionally not prepared for. |
|  |  |  |  | Exhibits negativity when asked to assume job assignment. |
|  |  |  |  | Is not flexible in dealing with change (scheduling, routines, etc.). |
|  |  |  |  | Exhibits behaviors or involves in activities detrimental to morale. |
| **12% Meets Expectation** |  |  |  | Organizes group’s environment and maintains it, including general upkeep. |
|  |  |  |  | Practices personal health and safety procedures throughout the day. |
|  |  |  |  | Maintains a proper sanitation in classroom. |
|  |  |  |  | Practices effective hand washing. |
|  |  |  |  | Initiates conversation about good nutrition. |
|  |  |  |  | Enforces safety rules.  |
|  |  |  |  | Sits with class to eat and serves in a relaxed atmosphere. |
|  |  |  |  | Ensures meal roster is maintained. |
|  |  |  |  | Willing to make changes in approach and curriculum. |
|  |  |  |  | Flexible in job assignment and cooperative with leadership team and other staff members. |
|  |  |  |  | Trains assistants and support staff to maintain in lead’s absence. |
|  |  |  |  | Involves group in general upkeep and tidiness. |
|  |  |  |  | Maintains confidentiality. |
|  |  |  |  | Dresses appropriately according to dress code. |
|  |  |  |  | Participates in staff meetings - is prepared to discuss group and personal responsibilities (e.g. class activities, lesson plans, parent interaction, and other delegated duties). |
|  |  |  |  | Exhibits flexibility with other staff members. |
|  |  |  |  | Maintains positive attitude toward work, coworkers, children, and families. |
|  |  |  |  | Knows general GACDC routine and sees that it is followed. |
|  |  |  |  | Understands and accepts responsibility for training of assistants. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **27% Above Expectation** |  |  |  | Offers constructive input. |
|  |  |  |  | Uses appropriate channels to discuss concerns or problems. |
|  |  |  |  | Helps to promote morale among other staff members about dress code and other issues. |
|  |  |  |  | Is capable of running the classroom in the lead teacher’s absence. |
|  |  |  |  | Is a spiritual leader among peers. |
|  |  |  |  | Is becoming distinguished as a leader among peers. |
|  |  |  |  | Works independently to implement policies and procedures. |
|  |  |  |  | Helps to write and develop new policies and procedures as needed. |
| **Total:** |  |  |  |  |

1. **Parent Interaction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating:** | **Self** |  | **Mgr.** |  |
| **0% Below Expectation** |  |  |  | Has consistent negative, unprofessional, or non-work-related interaction with parents. |
|  |  |  |  | Fails to properly ID parents according to the pick-up procedure. |
|  |  |  |  | Does not properly clear all communication with parents. |
|  |  |  |  | Does not notify Director or person in charge of incidents involving children, visitors or employees the same day.  |
|  |  |  |  | Often is unfriendly or fails to acknowledge parents. |
|  |  |  |  | Has had a negative effect on the morale of parents. |
| **12% Meet Expectation** |  |  |  | Has consistent professional, child/work-related, and positive interaction with all parents. |
|  |  |  |  | Consistently follows pick-up procedures including proper IDing. |
|  |  |  |  | Reads communication book consistently each day. |
|  |  |  |  | Communicates with Director or person in charge regarding all accidents or illnesses the same day. |
|  |  |  |  | Interaction is usually child/work-related and positive. |
|  |  |  |  | Attend parent meeting (unless Director approved absence) |
| **27% Above Expectation** |  |  |  | Conversations with parents are specific to the needs and interests of each parent and child. |
|  |  |  |  | Knows most parents of his/her students by first name |
|  |  |  |  | Has created positive goodwill or rapport with several parents. |
|  |  |  |  | Keeps parent(s) informed about child’s specific behaviors and accomplishments and informs the leadership team as needed. |
|  |  |  |  | Establishes relationships with parents of the students. |
|  |  |  |  | Director, managers, or lead teacher frequently receive favorable comments from parents. |
|  |  |  |  | Completes yearly evaluation of each child and shares information with parents. |
|  |  |  |  | Has created positive public relations with parents that have caused referrals. |
| **Total:** |  |  |  |  |

1. **Professional Development**

Professional development credit is based on the completion of and recording of a combination of the following:

|  |  |  |
| --- | --- | --- |
| **Rating:** | **Self** | **Mgr.** |
| **Points** | **Points** |
| 1. Receives/maintains CDL B with P endorsement (worth 5 points).
 |  |  |
| 1. Presents information obtained at workshops to other staff members - (worth 2 points each time).
 |  |  |
| **List:**  |  |  |
|  |
|  |
| 1. Maintains First Aid and CPR. (worth 5 points)
 |  |  |
| 1. Reads books or articles or watches training videos pertaining to young children.
 |  |  |
| **List:** |
|  |
|  |
| 1. Attends child-related conference workshops or classes qualifying for “sponsored group setting”.
 |  |  |
| **Hours:** |  |  |
|  |
|  |
| 1. Attend mandatory staff meetings including special group meetings.
 |  |  |
| **Hours:** |
|  |
|  |
| 1. Attends open house and programs for parents. (worth 2 points)
 |  |  |
| 1. Presents at a workshop off-site. (worth 5 pts each workshop)
 |  |  |
| **List:** |  |  |
|  |
|  |
| 1. Maintains Universal Precautions training. (worth 1 point)
 |  |  |
| 1. Maintains Mandatory Child Abuse Reporting Training. (worth 2 points)
 |  |  |
| **Total Points:** |  |  |
| **Ratings:** |  | **Total Points** |
| 25% | Excellent | 60 |
| 15% | Above Expectation | 45 |
| 10% | MeetExpectation | 30 |
| .25% x pts | Below Expectation | less than 30 |
| 0%  | Unacceptable\* | 0 |

\* (Failed to maintain First Aid and CPR; failed to receive 12 hours of training credit in allotted time; failed to receive mandatory child abuse reporting training.)

**Total:**

1. **Interaction with Children**

| **Rating:** | **Self** |  | **Mgr.** |  |
| --- | --- | --- | --- | --- |
| **0% Unacceptable** |  |  |  | Lessons are seldom carried out or are continued without regard to group interest. |
|  |  |  |  | Does not initiate contact with all children. |
|  |  |  |  | Talks at the children, not with them. |
|  |  |  |  | Inappropriate in choice of music, conversation, or attitudes when around the children. |
|  |  |  |  | Uses name-calling. |
|  |  |  |  | Ignores child’s request for assistance or attention. |
|  |  |  |  | Is consistently distant and unaffectionate with children. |
|  |  |  |  | Does not ask open-ended questions to children. |
|  |  |  |  | Shows unfair balance in time spent with each child. |
|  |  |  |  | Frequently chatting with other adults while supervising children. |
|  |  |  |  | Does not supervise all areas. |
|  |  |  |  | Seldom initiates contact with children. |
|  |  |  |  | Seldom or inconsistent greeting of children at arrival and departure. |
|  |  |  |  | Speaks with children, but not necessarily at their level. |
|  |  |  |  | Struggles to incorporate open-ended questions on daily basis. |
|  |  |  |  | Spends more time with some children than others. |
|  |  |  |  | Engages in unnecessary conversation with staff members frequently. |
|  |  |  |  | Has limited interaction with children while they are involved in play. |
| **12% Meet Expectation** |  |  |  | Classroom activities encourage the development of language skills. |
|  |  |  |  | Incorporates open ended questions on a daily basis. |
|  |  |  |  | Children have opportunities to talk about their experiences and engage in conversation. |
|  |  |  |  | Describes objects and events and add to what child says. |
|  |  |  |  | Reads books and poems. |
|  |  |  |  | Accepts and encourages pre-writing efforts (scribbling, drawing, copying, and inventive spelling). |
|  |  |  |  | Encourages thinking, reasoning, and self-expression. |
|  |  |  |  | Accepts/respects children’s questions. |
|  |  |  |  | Encourages children to express possible solutions/answers. |
|  |  |  |  | Has frequent and positive interaction with children. |
|  |  |  |  | Assists in transition into group setting. |
|  |  |  |  | Speaks to child at child’s level (bends low). |
|  |  |  |  | Upon arrival and throughout day initiates contact with all children. |
|  |  |  |  | Demonstrates affection by smiling, appropriate touching, and speaking in a calm voice. |
|  |  |  |  | Is courteous and respectful of child. |
|  |  |  |  | Balances time spent with each child. |
|  |  |  |  |  |
| **12% Meet Expectation** |  |  |  | Helps to promote cooperative and positive social behavior among children. |
|  |  |  |  | Plans activities that encourage cooperation rather than competition. |
|  |  |  |  | Acknowledges sharing, caring, and helping. |
|  |  |  |  | Creates spaces for children to work and play together. |
|  |  |  |  | Assists children with entering a play situation. |
|  |  |  |  | Assists children in problem solving. |
|  |  |  |  | Helps a child understand the actions of another. |
|  |  |  |  | Is aware of medications, allergies, food intolerances, etc. |
|  |  |  |  | Avoids unnecessary conversation with staff members while supervising children. |
|  |  |  |  | Makes sure all areas are supervised. |
|  |  |  |  | Aware of presence or absence of all children while supervising. |
|  |  |  |  | Interacts with children while supervising. |
|  |  |  |  | Is responsible to children |
|  |  |  |  | Listens to children with attention and respect. |
|  |  |  |  | Responds to children’s ideas and suggestions. |
|  |  |  |  | Acknowledges/verbalizes children’s feelings. |
|  |  |  |  | Children are generally comfortable, happy, relaxed, and engaged in activities. |
|  |  |  |  | Materials, activities, and interactions promote positive self-esteem. |
|  |  |  |  | Materials and activities enable children to experience success most of the time. |
|  |  |  |  | Uses children’s names in positive interactions. |
|  |  |  |  | Displays children’s artwork at children’s eye level. |
|  |  |  |  | Listens and responds respectfully to other adults and children. |
|  |  |  |  | Attentive and loving to children; smiles, holds, and touches when children require. |
|  |  |  |  | Maintains child hygiene. |
|  |  |  |  | Encourages children to develop self-help skills that are appropriate to their age. (Washing their own hands, taking care of personal belongings, picking up learning materials, wiping spills, etc.) |
|  |  |  |  | Transitions between activities are not overly regimented or structured. |
|  |  |  |  | Prepares new activities ahead of time that promotes positive self-esteem. |
|  |  |  |  | Does not always move children as a group from one area to another. |
|  |  |  |  | Gives children advance notice about change of activity. |
|  |  |  |  | Does not require children to “wait” for long periods of time for another activity to begin. |
|  |  |  |  | Displays respect for cultural diversity. |
|  |  |  |  | Makes opportunities to discuss the value of differences. |
|  |  |  |  |  |
|  |  |  |  | Intervenes to stop teasing and rejection due to race and/or physical characteristics. |
| **27% Above Expectation** |  |  |  | Uses transition times as learning times. |
|  |  |  |  | Spontaneous games and activities take place in and outside the classroom. |
|  |  |  |  | Carries out plans as written yet remains flexible about changes depending on how group handles lessons.  |
|  |  |  |  | Structured learning, activities have replaced free play. |
|  |  |  |  | Creates group activities or invents games to involve the interests of the children when in the gym or outside. |
|  |  |  |  | Looks for opportunities to help children learn to better react toward one another and play together in a group setting. |
|  |  |  |  | Aware of interests of each child and builds special relationships with each based on these interests. |
|  |  |  |  |  |
| **Total:** |  |  |  |  |
|  |  |  |  |  |

1. **Discipline Methods**

*Techniques used in working with children to influence behavior in a positive way.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating:** | **Self** |  | **Mgr.** |  |
| ***0% Unacceptable*** |  |  |  | Is not consistent and does not follow through. |
|  |  |  |  | Does not properly use the discipline policy. |
|  |  |  |  | Does not use positive language consistently. |
|  |  |  |  | Does not exhibit self-control consistently. |
|  |  |  |  | Communicates with parents in an inappropriate and unapproved manner. |
|  |  |  |  | Does not have general knowledge of policies and rules. |
|  |  |  |  | Rarely is consistent and rarely follows through. |
| ***12%* Meet *Expectation*** |  |  |  | Acts as role model. |
|  |  |  |  | Communicates with parents in an appropriate and approved manner. |
|  |  |  |  | Understands and properly uses the discipline policy. |
|  |  |  |  | Looks for the cause of the behavior. |
|  |  |  |  | Redirects. |
|  |  |  |  | Restates rules. |
|  |  |  |  | Recognizes positive behavior. |
|  |  |  |  | Is consistent and follows through. |
|  |  |  |  | Uses positive language. |
|  |  |  |  | Exhibits self-control. |
|  |  |  |  | Has knowledge of rules and policies. |
| **27% Above Expectation** |  |  |  | Actively plans to anticipate and avoid conflict-causing situations.  |
|  |  |  |  | Is capable of maintaining a disciplined classroom. |
|  |  |  |  | Deals effectively with special needs children.  |
|  |  |  |  | Consistently integrates positive discipline techniques. |
|  |  |  |  | Uses creativity when working with challenging students to avoid need for disciplinary action such as time-out. |
|  |  |  |  |  |
| **Total:** |  |  |  |  |
|  |  |  |  |  |

1. **Planning and Preparation of Lessons and Environment**

| **Rating:** | **Self** |  | **Mgr.** |  |
| --- | --- | --- | --- | --- |
| ***0% Unacceptable*** |  |  |  | Lesson plans are developmentally inappropriate or seldom developmentally appropriate for each child. |
|  |  |  |  | Does not or rarely keeps a record of activities. |
|  |  |  |  | Fails to adjust lesson plans to meet the needs and interests of children. |
|  |  |  |  | Lesson plans are frequently not followed. |
|  |  |  |  | Music, math, and science are absent from lesson plans or seldom used. |
|  |  |  |  | Classroom is not arranged to encourage children to participate in a variety of age-appropriate activities. |
| ***27%* Meet *Expectation*** |  |  |  | Lesson plans are easily accessible and easy to follow in case of absence. |
|  |  |  |  | Plans are developmentally appropriate for each child. |
|  |  |  |  | Integrates supplementary activities into the daily schedule that are age-appropriate and relevant to children’s learning. |
|  |  |  |  | Each activity or learning center has an objective. |
|  |  |  |  | The written lesson plan is flexible and is adjusted to meet the needs and interests of children.  |
|  |  |  |  | The written lesson plan is flexible and is adjusted to meet the needs and interests of |
|  |  |  |  | Each planned activity has some form of evaluation. |
|  |  |  |  | Makes on-going observations of each child and routinely makes formal age-appropriate assessments of developmental progress. |
|  |  |  |  | Observations and assessments are used to individualize curriculum planning. |
|  |  |  |  | Plans are child-oriented and clearly presented to children. |
|  |  |  |  | Posts written plans weekly in advance in the room and meets all areas of development.

|  |  |
| --- | --- |
|  | Art |
|  | Self-help skills |
|  | Music |
|  | Small motor |
|  | Large motor |
|  | Food Activity |
|  | Reading |
|  | Active and quiet times |
|  | Indoor and outdoor activities |
|  | Child and staff initiated activities  |
|  | Individual /small group/large group activities (*Infants and Toddlers are not expected to participate as a large group.)* |

 |
|  |  |  |  |  |
|  |  |  |  |  |
| ***27%* Meet *Expectation*** |  |  |  | Activities encourage creative expression (*children move with music, assume roles in dramatic play, use art material to represent their ideas and feelings, etc.*) |
|  |  |  |  | Basic math and science concepts are presented through age-appropriate materials/activities. |
|  |  |  |  | The environment is well-rounded with a wide variety of materials available to the children at all times. |
|  |  |  |  | Modifications are made to accommodate special needs children. |
|  |  |  |  | Classroom is arranged to encourage children to participate in a variety of age-appropriate activities. |
|  |  |  |  | Space is arranged prior to the arrival of children. |
|  |  |  |  | There is a balance of furniture and space. |
|  |  |  |  | A number of learning centers are available for children’s choice. |
|  |  |  |  | Furniture is arranged to encourage appropriate behavior. |
|  |  |  |  | Materials and equipment in the classroom are ample, safe, and appropriate to the developmental needs of children. |
|  |  |  |  | The use of television, films and video tape is limited. |
|  |  |  |  | Plans include provision for children who do not wish to participate in a particular activity. |
|  |  |  |  | Multicultural materials are evident (poster, books, music, dolls, etc.). |
| **27% Above Expectation** |  |  |  | Plans guest presenters. |
|  |  |  |  | Plans field trips (5-9 annually). |
|  |  |  |  | Creatively includes entire staff in lesson planning. |
|  |  |  |  | Updates and incorporates new ideas and techniques when appropriate. |
|  |  |  |  | Is generally known as a resource to other lead teachers in their lesson |
|  |  |  |  | Written plans for each day are prepared one month in advance. |
|  |  |  |  | Is training at least one assistant to properly create lesson plans. |
| **Total:** |  |  |  |  |

**Comments** (*please feel free to add comments related to your performance evaluation in the appropriate sections below*)

|  |
| --- |
| **Attendance:**  |
| **Policy and Procedures and Professionalism:**  |
| **Parent Interaction:**  |
| **Professional Development:**  |
| **Interaction with Children:**  |
| **Discipline Methods:**  |
| **Planning and Preparation of Lessons and Environment:**  |
| **Overall:**  |

**Assistant Teacher Evaluation Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Criteria:** | **Weights:** | **Score:** | **Current/Proposed Wage:** |
| 1. Attendance:
 | 10% |  | Basis Raise: |  |
| 1. Policy Procedures:
 | 15% |  |  |  |
| 1. Parent Interaction:
 | 15% |  | Evaluation %: |  |
| 1. Professional Development:
 | 15% |  | Raise: |  |
| 1. Interaction with Children:
 | 15% |  | New wage rate: |  |
| 1. Discipline Methods:
 | 15% |  |  |  |
| 1. Lesson Plans:
 | 15% |  |  |  |
| **Total of Evaluation:** |  |  |  |

**My signature below indicates that I have read and received a copy of my performance appraisal.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Employee’s Signature:** |  | **Date:** |  |
|  |  |  |  |
| **Evaluator’s Signature:** |  | **Date:** |  |
|  |  |  |  |
| **Evaluator’s Signature:** |  | **Date:** |  |
|  |  |  |  |
| **Director’s Signature:** |  | **Date:** |  |