**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:** | Floater |
| **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 |
| 5% Allowable |  |  |  | 7-10 sick days (less than 1 hr. notice is unexcused) |
| 10% MeetExpectation |  |  |  | 1-6 sick days (less than 1 hr. notice is unexcused) |
| 15% Above Expectation |  |  |  | 0 days off |
| **Total**: |  |  |  |  |

1. **POLICIES AND PROCEDURES AND PROFESSIONALISM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating:** | **Self** |  | **Mgr.** |  |
| **0% Below Expectation** |  |  |  | Often does not relay information to other staff members. |
|  |  |  |  | Does not carry through when asked to assume job assignment. |
|  |  |  |  | Does not dress according to GACDC’s dress code. |
|  |  |  |  | Misses staff meeting (excluding director-approved absence). |
|  |  |  |  | Inflexible in dealing with other staff members. |
|  |  |  |  | Does not provide adequate training to appropriate. |
|  |  |  |  | Often cannot answer questions about general issues of GACDC. |
|  |  |  |  | Often does not “see” work that needs to be done. |
|  |  |  |  | Needs assistance in carrying out general procedures. |
|  |  |  |  | Relays information, but often delayed. |
|  |  |  |  | Exhibits negativity when asked to assume job assignment. |
|  |  |  |  | Exhibits negativity in interaction with other staff members. |
|  |  |  |  | Is not flexible in dealing with change (scheduling, routines, etc.). |
|  |  |  |  | Exhibits behaviors or engages in activity detrimental to morale. |
|  |  |  |  |  |
| **12% Meets Expectation** |  |  |  | Organizes working environment and takes responsibility for maintaining it, including general upkeep. |
|  |  |  |  | Maintains proper sanitation in area of responsibility and works to ensure sanitation throughout GACDC. |
|  |  |  |  | Understands and follows written and oral instruction. |
|  |  |  |  | Sits with children during breakfast, lunch or snack providing a model for family style meals. |
|  |  |  |  | Gets acquainted with new children and staff and makes them feel welcome. |
|  |  |  |  | Willing and agreeable to make changes in approach and procedures. |
|  |  |  |  | Flexible in job assignment and cooperative with other staff members. |
|  |  |  |  | Free of contagious illness, able to handle food services including, but not limited to snack. |
|  |  |  |  | Prepare lunch or snack and functions associated with GACDC as part of job duties. |
|  |  |  |  | Involves staff in general upkeep and tidiness. |
|  |  |  |  | Maintains confidentiality. |
|  |  |  |  | Dresses according to dress code. |
|  |  |  |  | Exhibits flexibility/adapt to situation that arises in GACDC. |
|  |  |  |  | Maintains positive attitude toward work, co-workers, children, and families. |
|  |  |  |  | Knows general GACDC routine and sees that it is followed. |
|  |  |  |  | Understands and accepts responsibility for trainings. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Rating:** | **Self** |  | **Mgr.** |  |
| **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. |
|  |  |  |  | Is capable of running classrooms in one of the teachers’ absence. |
|  |  |  |  | Works independently to implement policies and procedures. |
| **Total:** |  |  |  |  |

1. **PARENT INTERACTION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating:** | **Self** |  | **Mgr.** |  |
| **0% Below Expectation** |  |  |  | Fails to properly ID parents according to the pick-up procedure. |
|  |  |  |  | Has exhibited unprofessional behavior toward parents. |
|  |  |  |  | Often is unfriendly or fails to acknowledge parents. |
| **12% Meet Expectation** |  |  |  | Has consistent professional, child/work-related, and positive interaction with all parents. |
|  |  |  |  | Consistently follows the pick-up procedures including proper IDing. |
|  |  |  |  | Makes sure all written communication is approved during “watch”. |
|  |  |  |  | Interaction is usually child/work-related and positive. |
| **27% Above Expectation** |  |  |  | Conversations with parents are specific to the needs and interests of each parent and child. |
|  |  |  |  | Knows many parents by first name. |
|  |  |  |  | Has created positive public relations with parents. |
| **Total:** |  |  |  |  |
|  |  |  |  |  |

1. **DISCIPLINE METHODS**

| **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. |
|  |  |  |  |  | Communicates with parents in an inappropriate and unapproved manner. |
|  |  |  |  |  | Seldom uses positive language. |
|  |  |  |  |  | Seldom exhibits self-control. |
| **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. |
|  |  |  |  |  | Has developed strategies for dealing effectively with special needs children |
|  |  |  |  |  | Uses creativity when working with challenging students to avoid need for disciplinary action such as time-out. |
| **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)
 |  |  |
| **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. **SPECIFIC RESPONSIBILITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating:** | **Self** |  | **Mgr.** |  |
| ***0% Unacceptable*** |  |  |  | Does not perform duties where additional coverage is needed  |
|  |  |  |  | Gets easily sidetracked. |
|  |  |  |  | Often fails to keep staff files up-to-date. |
|  |  |  |  |  |
| ***12%* Meet *Expectation*** |  |  |  | Perform duties where additional coverage is needed. |
|  |  |  |  | Hours of work and schedule are determines based upon the program needs. |
|  |  |  |  | Works according to a schedule determines with the input from the director or assistant director. |
|  |  |  |  | Be prepared to flexibly adapt to situation that arises at GACDC. |
|  |  |  |  | Makes sure CACFP reporting is done correctly and on time. |
| **27% Above Expectation** |  |  |  | Assist the teacher in implementing activities with children between the ages of 25 months and six years. |
| **Total:** |  |  |  |  |
|  |  |  |  |  |

1. **PROFESSIONALISM AS A LEADER**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating:** | **Self** |  | **Mgr.** |  |
| ***0% Unacceptable*** |  |  |  | Not well-informed concerning child-related issues. |
|  |  |  |  | Does not carry through on added duties. |
|  |  |  |  | Does not assist children, staff, or parents. |
|  |  |  |  | Gets easily sidetracked from important tasks. |
|  |  |  |  | Needs assistance completing regular duties. |
|  |  |  |  | Personal life interferes with job. |
|  |  |  |  | Does not maintain a consistent schedule. |
|  |  |  |  |  |
|  |  |  |  |  |
| **31% Above Expectation** |  |  |  | Is able to troubleshoot and help out where needed during leadership team absences. |
|  |  |  |  | Has knowledge of and helps implement State Licensing Procedures. |
|  |  |  |  | Actively plans to anticipate and avoid conflict-causing situations.Is generally known as a resource to lead teachers (willing to help others to be successful). |
|  |  |  |  | Presents solutions rather than problems. |
|  |  |  |  | Has mastered skills in conflict resolution in dealing with children, staff members, and parents.Is training at least one person to properly handle his/her areas of responsibility. |
|  |  |  |  | Uses creativity when working with challenging staff members to avoid conflict. |
| **Total:** |  |  |  |  |
|  |  |  |  |  |

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

|  |
| --- |
| **Attendance:**  |
| **Policy Procedures:**  |
| **Parent Interaction:**  |
| **Discipline Methods:**  |
| **Professional Development:**  |
| **Specific Responsibilities:**  |
| **Professionalism:** |
| **Overall:**  |

**Assistant Teacher Evaluation Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Criteria:** | **Weights:** | **Score:** | **Current/Propose Wage:** |
| 1. Attendance:
 | 10% |  | Basis Raise: |  |
| 1. Policy Procedures:
 | 15% |  |  |  |
| 1. Parent Interaction:
 | 15% |  | Evaluation %: |  |
| 1. Discipline Methods:
 | 15% |  | Raise: |  |
| 1. Professional Development:
 | 15% |  | New wage rate: |  |
| 1. Specific Responsibilities:
 | 15% |  |  |  |
| 1. Professionalism:
 | 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:** |  |