## Teacher

**Performance Appraisal**

**Date:**      **Employee Name:**

**Position Title:**

**Supervisor Name:**

**Date of Hire:**

**Date Placed in Current Position:**

**Type of Evaluation (check all that apply)**

[ ] **Annual**

[ ] **New Assignment** [ ] **Termination**

Needs Development **(ND)** Did not meet performance criteria in at least one aspect of a

particular key Pillar or performance indicator. \**As evidenced by an active Performance Improvement Plan.*

Meets Standards **(MS)** Meets performance criteria in all aspects of a particular key

Pillar or performance indicator

Exceeds Standards **(ES)** Consistently meets expectations in all aspects of a particular key

Pillar or performance indicator, and consistently exceeds expectations in the areas as evidenced by at least two individual and specific examples of exceeding expectations in the evaluation period. \* *This rating requires a minimum of two specific examples in “Comments” Section.*

## All Agency Pillars:

**1.Health & Safety**: Follows health and safety policies to support a safe work environment for employees as well as a healthy environment for children and their families. Knowledge of child abuse and neglect policies and procedures. Supports families by giving resources related to health services. Collaborates with families to meet the health requirements for Head Start.

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

[ ] **ES** Meets Expectations in all areas outlined AND, takes a proactive approach and anticipates concerns before they occur, seeks to improve systems by making recommendations to Leadership, embraces change and acts as leader in implementing new and improved systems, acts as leader to peers in said responsibility area or indicator, is a creative problem solver. \* *This rating requires a minimum of two specific examples that have taken place during the evaluation period.*

**Comments:**

**2.Consistency:** Follows established systems and routines in place that ensure consistency in programming across classrooms/sites. Responds in similar manner to like situations to create an environment of predictability for families, children, and other staff members. Reports to work within attendance policy, works a regular schedule, always displays professionalism, and participates in all Agency training events.

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

[ ] **ES** Meets Expectations in all areas outlined AND, takes a proactive approach and anticipates concerns before they occur, seeks to improve systems by making recommendations to Leadership, embraces change and acts as leader in implementing new and improved systems, acts as leader to peers in said responsibility area or indicator, is a creative problem solver. \* *This rating requires a minimum of two specific examples that have taken place during the evaluation period.*

**Comments:**

**3.Best Practice:** Employs best practice which is a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means. It has become a standard way of doing things as related to relevant content areas or areas of work.

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

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**Comments:**

## All Agency Performance Indicators

**1.Customer Service/Building Positive Relationships:** Builds positive working relationships with families, and co-workers.

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

[ ] **ES** Meets Expectations in all areas outlined AND, takes a proactive approach and anticipates concerns before they occur, seeks to improve systems by making recommendations to Leadership, embraces change and acts as leader in implementing new and improved systems, acts as leader to peers in said responsibility area or indicator, is a creative problem solver. \* *This rating requires a minimum of two specific examples that have taken place during the evaluation period.*

**Comments:**

**2.Teamwork:** Active participant contributing to organizational goals. Fosters collaboration and cooperation within immediate team, in working with families, across the Agency, and with community partners. Exhibits positive outlook and attitude.

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

[ ] **ES** Meets Expectations in all areas outlined AND, takes a proactive approach and anticipates concerns before they occur, seeks to improve systems by making recommendations to Leadership, embraces change and acts as leader in implementing new and improved systems, acts as leader to peers in said responsibility area or indicator, is a creative problem solver. \* *This rating requires a minimum of two specific examples that have taken place during the evaluation period.\*

**3.Communication:** Speaks clearly and expresses self respectfully in groups and in one-on-one conversations. Actively listens, comprehends, and ensures effective communication by staying informed, seeking clarity when necessary and ensuring the message is understood by recipient. Demonstrates ability to recognize who needs to be included in the communication loop to ensure all parties are informed as appropriate, while maintaining confidentiality. Able to effectively convey accurate information in formal and informal written formats. Adjusts language and communication style as appropriate depending on audience.

**Comments:**

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

[ ] **ES** Meets Expectations in all areas outlined AND, takes a proactive approach and anticipates concerns before they occur, seeks to improve systems by making recommendations to Leadership, embraces change and acts as leader in implementing new and improved systems, acts as leader to peers in said responsibility area or indicator, is a creative problem solver. \* *This rating requires a minimum of two specific examples that have taken place during the evaluation period.*

**Comments:**

**4.Time Management Skills:** Completes work accurately within specified deadlines. Can appropriately prioritize work and is able to shift priorities when needed. Punches in and out as required, takes lunches when appropriate, and only works overtime when pre-approved by Supervisor. Completes Exception logs appropriately, and forwards to HR within specified time periods.

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/ or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

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**Comments:**

**5.Supervision of Staff (if applicable):** Supports and directs staff to achieve and perform to maximum capacity. Advises and gives direction as needed. Has ability to communicate accurate information to subordinates in a concrete and positive manner. Supports staff in professional growth through continued coaching, training, and suggestions for professional development.

Conducts at a minimum monthly Supervision and maintains appropriate documentation regarding content of meetings. Monitors and holds staff accountable to policies and procedures as outlined in the operations manual and supports goals and professional growth expectations.

[ ] **ND** Inconsistent adherence to systems and policies related to Pillar and/or inconsistently holds direct reports and/or visitors accountable to pillar as evidenced by a performance improvement plan. \**As evidenced by an active Performance Improvement Plan (PIP).*

[ ] **MS** Consistently adheres to all systems and policies related to Pillar and holds direct reports and/or visitors accountable to pillar.

**ES** Meets Expectations in all areas outlined AND, takes a proactive approach and anticipates concerns before they occur, seeks to improve systems by making recommendations to Leadership, embraces change and acts as leader in implementing new and improved systems, acts as leader to peers in said responsibility area or indicator, is a creative problem solver. \* *This rating requires a minimum of two specific examples that have taken place during the evaluation period.*

**Comments:**

|  |  |  |
| --- | --- | --- |
| **All Agency Performance Indicators**(put n/a if not applicable) | **Needs Development** | **Meets Standards** |
| **Attendance** |       |       |
| **Punctuality** |       |       |
| **Personal Appearance (adherence to dress code)** |       |       |
| **Courtesy/Respect** |       |       |
| **Maintains required certifications/credentials** |       |       |
| **Organizational Skills** |       |       |
| **Confidentiality** |       |       |
| **Recruitment Hours Complete** |       |       |
| **Knowledgeable about community resources****and/or knows where to seek information out** |       |       |

## Position specific Expectations Performance Indicators

**Classroom Management**: Anticipates problems and plans appropriately. Intervenes before situations escalate and helps children to problem solve. Clearly teaches behavior expectations to children and regularly states expectations for behavior. Has consistency and clarity around classroom rules and expectations. Monitors and quickly redirects child behavior effectively.

Transitions between activities are brief with learning opportunities embedded whenever possible and teachers employ various transition strategies to ensure active engagement. The daily schedule is posted and followed.

[ ] **ND** Does not effectively manage classroom as outlined above

[ ] **MS** Effectively manages classroom as outlined above. Teaches children social skills and emotional competencies.

Provides guidance and coaching to Teacher Assistant regarding Classroom Management as necessary.

[ ] **ES** Proactively anticipates classroom behaviors and plans accordingly. Works closely with Supervisor and Teacher Assistant to implement strategies to improve classroom management skills and to promptly communicate concerns regarding individual children to lead teacher. Social skills and emotional competencies are routinely taught to children across the year.\**This rating requires a minimum of two specific examples that have taken place during the evaluation period.*

**Comments:**

**Teacher Interactions with Children**: Actively engages in conversations with children that are respectful and personal. Makes positive comments and communicates warm feelings towards children. Provides individualized supports for children and scaffolds learning. Engages in feedback loops and promotes child-initiated language. Provides language modeling and concept development opportunities throughout the day.

[ ] **ND** Contact only around basic needs, guidance

[ ] **MS** Interaction goes beyond children’s basic needs and includes supports based on child’s individual needs as outlined above. Provides guidance and coaching to Teacher Assistant related to quality interactions with children.

[ ] **ES** Relationships between the adults and children in the classroom are intentionally supported through high quality interactions with teachers engaging children in meaningful feedback loops that promote concept development and language modeling opportunities consistently throughout the day. \**This rating requires a minimum of two specific examples that have taken place during the evaluation period.*

**Comments:**

**Curriculum:** Consistent completion of planning and weekly individualization with evidence of team involvement when planning and preparing materials. Offers activities of varying complexities, small and large groups activities and child directed. Curriculum followed with fidelity. Incorporates community resources into the curriculum. Collaborating with parents to create goals for their child’s school readiness.

[ ] **ND** Little or inconsistent adherence to curriculum planning and preparation of materials.

[ ] **MS** Consistent adherence to curriculum planning and preparation and good communication regarding curriculum related needs with Teacher Assistant. Curriculum implemented to basic fidelity.

[ ] **ES** Enhances curriculum by adding new and appropriate materials and activities related to themes. Individualizes as appropriate for children. Acts as resource to other Lead Teachers in terms of curriculum. Incorporates community resources into the classroom. Curriculum implemented with high levels of fidelity. \**This rating requires a minimum of two specific examples that have taken place during the evaluation period*

**Comments:**

**Teacher Interactions with Families:** Great care is taken in creating and maintaining professional relationships with families. Appropriate professional boundaries are established. Learns about the family’s culture and child’s style. Shares information with family about child’s development and experiences. Supports the family to keep their funding for childcare (full year only). Plans and participates in parent activates and events. Supports transition plans. Maintains open and clear communication with Family Advocate to ensure seamless delivery of family support and meets with Family Advocate at minimum once per month. Communicates with families about classroom happenings frequently.

[ ] **ND** Does not effectively manage relationship with families.

[ ] **MS** Consistently maintains effective relationships with parents as outlined above. Provides guidance and coaching to Teacher Assistant about relationships with families necessary.

[ ] **ES** Proactively anticipates family needs and offers support in advance of need. Communicates with families through outreach such as classroom newsletters or texting more than once a week. Works closely with Supervisor and Family Advocate to implement strategies to improve communication and support to families. Is proactive in obtaining information about community resources and services available to families.

**Comments:**

# CLASS Scores

|  |  |
| --- | --- |
| **Prior Year** | **Current Year** |

|  |  |  |
| --- | --- | --- |
| **Emotional Support** |       |       |
| **Classroom Organization** |       |       |
| **Instructional Support** |       |       |

## Overall Evaluation

**(This is calculated by which category has the majority of rankings)**

|  |  |
| --- | --- |
|       | **Needs Development (ND)** |
|       | **Meets Expectations (ME)** |
|       | **Exceeds Standards (ES)** |

**In reviewing the overall performance of the employee, Summarize their greatest strengths, as well as the various areas needing improvement.**

# Employee Comments and Signature

**Employee may comment on all or any part of the information contained in this document, including the evaluation process. This may include suggestions or ideas for improvement in the agency. If employee does not concur with the evaluation, check the appropriate box and explain reasons for disagreement.**

[ ] **I understand my job responsibilities performance expectations, and the terms and conditions under which I am expected to work.**

**I,**[ ] **(Do) Concur with my supervisor’s evaluation.** [ ] **Do Not) Concur with my supervisor’s evaluation.**

**Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Manager/Director Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Executive Director Initials: \_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Performance Goals**Goals are to be developed by the supervisor and the employee together with input from Coaches and Content managers. Goals should be created using the SMART Goal Criteria in that they should be: Specific, Measurable, Attainable, Realistic, and have a time frame associated with them. At least two goals should be related the employee’s professional development (gaining skill/knowledge in employees’ area of expertise) and one related to their performance (communication, customer service, team work, etc)**Previous Year Goal Progress****Goal 1: Previous Year:**      **Goal Met:** [ ] **Yes** [ ] **No****Goal 2: Previous Year:**      **Goal Met:** [ ] **Yes** [ ] **No** **Goal 3: Previous Year:**      **Goal Met:** [ ] **Yes** [ ]  **No** |

## New Goals to work on in the coming year:

Goals are to be developed by the supervisor and the employee together with input from Coaches and Content managers. Goals should be created using the SMART Goal Criteria in that they should be: Specific, Measurable, Attainable, Realistic, and have a time frame associated with them. At least two goals should have related the employee’s professional development (gaining skill/knowledge in employees’ area of expertise) and one related to their performance (communication, customer service, teamwork, etc)

**Specific, Attainable and Realistic Goal**

**Goal 1 (Professional Development)**

**Due Date**

## Goal 2 (Professional Development)

**Due Date**

## Goal 3 (Performance Related)

**Due Date**

**Reviewed and discussed with supervisor:**

**Supervisor’s Signature**  **Date**

**Copy to: Human Resources**

**Annual Training Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |       | Supervisor: |       |
| Position: |       | Location: |       | Year: |       |

**Scheduled Trainings**

|  |  |  |  |
| --- | --- | --- | --- |
| Training | Hours | Target Completion Date | Actual Completion Date |
| Required Trainings: |  |  |  |
| Safety Care (annual) | 8 |       |       |
| Mandated Reporting (annual) | 1.5 |       |       |
| Sexual Harassment (annual) | .5 |       |       |
| Licensing Guidelines (annual) | 1 |       |       |
| Blood Born Pathogens (annual) | .5 |       |       |
| MRTQ Health & Safety Renewal (annual) | 2 |       |       |
| ERSEA | .5 |       |       |
| MED 101 (annual) | 1 |       |       |
| Inservice- (4 per year) | 10 |       |       |
| Bed Bugs (annual) | .5 |       |       |
| Estimated Total | 25.5 |  |  |
|  |  |  |  |
| CPR/First Aid (bi-annual) 8 hrs | 8 |       |       |
| Estimated Total w/CPR – 33.5 hours | 33.5 hours |       |       |
|  |  |  |  |
| Additional Trainings: |  |  |  |
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| Sub Total |       |       |       |
| Grand Total |       |       |       |