Staff Evaluation

Employee _____

Evaluation period _____

KEY
How often observed:
C – Consistently
F – Frequently
O – Occasionally
N – Never

	C (90-100%)	F (60-89%)	O (30-59%)	N (0-29%)
General Work Habits				
1. Arrives on time				
2. Reliable in attendance; gives ample notice for absences				
3. Responsible in job duties				
4. Alert in health and safety matters				
5. Follows the center's philosophy				
6. Open to new ideas				
7. Flexible with assignments and schedule				
8. Comes to work with a positive attitude				
9. Looks for ways to improve the program				
10. Remains calm in a tense situation				
11. Completes required written communications on time				
Professional Development, Attitude, and Efforts				
1. Takes job seriously and seeks to improve skills				
2. Participates in workshops, classes, groups				
3. Reads and discusses distributed handouts				
4. Is self-reflective with goals for ongoing development				
Attitude and Skills with Children				
1. Friendly, warm, and affectionate				
2. Bends low for child level interactions				
3. Uses a modulated, appropriate voice				
4. Knows and shows respect for individuals				
5. Is aware of development levels/changes				
6. Encourages independence/self-help				
7. Promotes self-esteem in communications				
8. Limits interventions in problem solving				
9. Avoids stereotyping and labeling				
10. Reinforces positive behavior				
11. Minimal use of time out				
12. Regularly records observations of children				

Staff Evaluation, page 2

	C (90-100%)	F (60-89%)	O (30-59%)	N (0-29%)
Attitude and Skills with Parents				
1. Available to parents and approachable				
2. Listens and responds well to parents				
3. Is tactful with negative information				
4. Maintains confidentiality				
5. Seeks a partnership with parents				
6. Regularly communicates with parents				
7. Conducts parent conferences on schedule				
Attitude and Skills with Class				
1. Creates an inviting learning environment				
2. Provides developmentally appropriate activities				
3. Develops plans from observations and portfolio entries				
4. Provides materials for all curriculum components				
5. Provides an appropriate role model				
6. Anticipates problems and redirects				
7. Is flexible and responsive to child interests				
8. Is prepared for day's activities				
9. Handles transitions well				
Attitude and Skills with Co-Workers				
1. Is friendly and respectful with others				
2. Strives to assume a fair share of work				
3. Offers and shares ideas and materials				
4. Communicates directly and avoids gossip				
5. Approaches criticism with learning attitude				
6. Looks for ways to be helpful				

Comments:

Master Teacher Evaluation

Teacher _____

Date _____

KEY
How often observed:
C – Consistently
F – Frequently
O – Occasionally
N – Never

	C (90-100%)	F (60-89%)	O (30-59%)	N (0-29%)
Dispositions, Knowledge, and Skill with Children				
1. Values children's play and promotes it				
2. Is curious about the child's perspective				
3. Takes delight in children's development				
4. Shows respect for children's feelings				
5. Understands child guidance in developmental context				
6. Is alert to the learning process for each child				
7. Consistently communicates the worth of each child				
8. Manages the group while giving individual attention				
9. Has meaningful conversations and interactions				
10. Translates and coaches conflicts and problem solving				
11. Models anti-bias practices and cultural sensitivity				
With Planning Environment and Curriculum				
1. Plans the environment with inquiry and discovery in mind				
2. Develops curriculum around children's interests				
3. Is resourceful and timely in curriculum development				
4. Provides multiple opportunities for child representations				
5. Documents, analyzes, and plans from observations				
6. Teaches academic skills in a context, not out of context				
7. Scaffolds learning with questions, props, coaching				
8. Documents evolution of curriculum and learning (using bulletin boards, journals, portfolios, newsletters, and so on)				
9. Creates visual evidence of the life and history of the children				
10. Develops an inclusive classroom culture and community				
With Children's Families				
1. Builds relationships and consistent communications				
2. Seeks to reflect family life and values in classroom				
3. Can communicate details of child's development				
4. Has genuine empathy for parent perspectives				
5. Is self-confident and articulate when challenged				
6. Presents self as a professional ally of parents				
7. Gains confidence and respect of parents				

Master Teacher Evaluation, page 2

	C (90-100%)	F (60-89%)	O (30-59%)	N (0-29%)
With Co-Workers				
1. Seeks collaboration in developing ideas and understandings				
2. Mentors and coaches before criticizing				
3. Contributes to development of community among staff				
4. Participates in staff discussions and group process				
5. Practices conflict resolution rather than avoidance				
6. Models and promotes self-reflection				
7. Encourages leadership and self-care				
8. Consistently seeks feedback and peer support				
9. Works with conflict rather than avoids it				
With Professional Development and Advocacy				
1. Sees self as a member of a profession				
2. Is willing to take risks and make mistakes in order to learn				
3. Takes time for regular reflection and self-examination				
4. Makes progress on self-defined short- and long-term goals				
5. Has a program for self-care and renewal				
6. Is active in the wider early childhood community				
7. Can articulate the details of learning in children's play				
8. Keeps current with developments in the profession				
9. Keeps a professional portfolio of work samples				
10. Is articulate about issues of QCA and Worthy Wages				
11. Regularly reads professional literature				
12. Participates in professional activities outside the center				

Comments:

Director Evaluation by Staff

KEY
How often observed:
C – Consistently
F – Frequently
O – Occasionally
N – Never

Director _____

Date _____

	C (90-100%)	F (60-89%)	O (30-59%)	N (0-29%)
Establishing a Healthy Organizational Culture				
1. Emphasizes reflection and thinking more than rules				
2. Offers clarity on expectations, norms, professional ethics				
3. Encourages vision building and innovation				
4. Responds to needs for physical resources				
5. Creates working conditions conducive to providing quality care for children				
6. Is proactive on issues of diversity				
7. Views problems as opportunities for creativity				
8. Creates collegiality and desire for collaboration				
9. Is fair and equitable in recognition and reward systems				
10. Actively involves staff in decision making				
11. Ensures that policies are clear and current				
12. Has clear systems and procedures				
Comments on specific aspects of the climate that help you thrive or improvements you want to see:				
Being Available and Supportive				
1. Keeps staff informed of whereabouts when not in office				
2. Offers assistance in addressing needs of individual children				
3. Is available for help with curriculum ideas				
4. Supports staff in working with parents				
5. Offers thoughtful listening and problem solving				
6. Advocates for staff and encourages them to advocate for self				
Comments on specific aspects of the climate that help you thrive or improvements you want to see:				

Director Evaluation by Staff, page 2

	C (90-100%)	F (60-89%)	O (30-59%)	N (0-29%)
Communicating and Community Building				
1. Actively seeks feedback and makes use of suggestions				
2. Creates safety and ease for people to express themselves				
3. Maintains balance in meeting individual and group needs				
4. Keeps everyone informed in timely fashion				
5. Encourages respect for differences and negotiating conflicts				
6. Creates meaningful celebrations of achievements				
Comments on specific aspects of the climate that help you thrive or improvements you want to see:				
Coaching and Mentoring				
1. Actively develops leadership in others				
2. Involves each staff member in a professional development plan				
3. Offers options and resources for learning and growing				
4. Coaches teachers in a manner consistent with what is desirable for children (that is, builds on strengths and interests, offers choices, opportunities to practice)				
5. Creates systems for reflection and peer collaboration				
6. Provides opportunities for master teachers to mentor others				
Comments on specific aspects of the climate that help you thrive or improvements you want to see:				
Other evaluative comments you would like to add:				

Appendix 8

Observation Form for Visiting Other Programs

Sending staff members to visit other rooms within and outside your program is a valuable professional development activity. To get the most out of this, it is useful to meet with those going to observe in order to plan how they will focus their attention for learning. From this you can develop an informal observation form to use for data collection and reflection. What you include as questions can alert the observer to the various components of the topic or focus. Here are some simple examples.

Observation Focus: **SELF-ESTEEM AND IDENTITY DEVELOPMENT**

Teacher/Program Observed: _____ Observer: _____

Date/Time _____

1. What did you see that demonstrated a child was being valued, acknowledged, or encouraged by the teacher?

2. What opportunities for self-help and independence did you see?

3. Did you see the teacher encouraging a sense of cultural or group identity for the child? If so, how?

4. How were children's lives and families reflected in the program?

5. Did you see a teacher referring one child to another for collaboration, help, or problem solving? If so, briefly describe these situations.

6. Write down specific examples you saw of how self-esteem and a child's sense of identity were promoted.

Observation Focus: **HOW ADULTS TALK WITH CHILDREN**

Teacher/Program Observed: _____ Observer: _____

Date/Time _____

Write down specific examples you saw of teachers in the room doing the following:

1. Ignoring child-initiated talk

Acknowledging child-initiated talk

2. Correcting a child

Acknowledging with interest something a child said or did

3. Using questions to test for knowledge

Using questions that indicate teacher curiosity or genuine interest

Using problem-posing questions

4. Having a conversation about mutual interests or something the teacher wanted to share about her/his life or interests

Observation Focus: **COMMUNICATION AND COLLABORATION**

Teacher/Program Observed: _____ Observer: _____

Date/Time _____

Write down specific examples you saw of the following:

1. Meaningful communication between the program staff and families

2. Teachers working together as a team, using direct or indirect communication

3. Systems in place that promote collaboration among the staff

4. Documentation of the life and history of the program