

**EARLY HEAD START TEACHER
PROGRAM: UMATILLA-MORROW COUNTY HEAD START, INC.**

Name: _____ Date: _____

1. UNACCEPTABLE	2. MARGINAL	3. COMPETENT	4. COMMENDABLE	5. DISTINGUISHED
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A. General Staff Responsibilities:

1. Participate in staff meetings, conferences, training sessions and workshops as assigned1 2 3 4 5
2. Demonstrate familiarity with employment policies, performance standards, work plan and objectives of Agency1 2 3 4 5
3. Maintain congenial and respectful relations with staff, children, families and community1 2 3 4 5
4. *Keep current and accurate records that conform to program policies1 2 3 4 5
5. *Maintain confidentiality in regards to staff and family information1 2 3 4 5
6. Maintain objectives and professional standards.....1 2 3 4 5
7. Improve self-skills and education1 2 3 4 5
8. *Fulfill role as mandated reporter as stated in Child Abuse and Neglect Policy.....1 2 3 4 5
9. Perform any other work-related duties as requested by your supervisor1 2 3 4 5
10. Be a contributory team member in a positive/productive manner.....1 2 3 4 5
11. *Demonstrate commitment to mission, values, and policies in the performance of daily duties.....1 2 3 4 5

*Comments or examples:

B. Center Management:

1. *Ensures center complies with state licensing requirements1 2 3 4 5
2. Provides an environment which stimulates a desire for learning, independence and self-esteem for parents and children.....1 2 3 4 5
3. *Ensures that personal hygiene needs of children are met with respect1 2 3 4 5
4. Children are constantly supervised, with a ratio of 1:4.....1 2 3 4 5
5. Maintains a clean and orderly classroom.....1 2 3 4 5
6. Fire drills are practiced and done proficiently1 2 3 4 5
7. Handles emergency situations as designated by program policies and procedures1 2 3 4 5

*Comments or examples:

C. Classroom Environment:

1. *Classrooms are designed to meet the developmental needs of young, mobile and older infants1 2 3 4 5
2. *Cribs and sleeping mats are three feet apart.....1 2 3 4 5
3. Materials in classroom are developmentally appropriate and accessible to children.....1 2 3 4 5
4. Room contains soft elements1 2 3 4 5
5. Outside environments are safe and inviting1 2 3 4 5

*Comments or examples:

D. Curriculum and Activities:

- 1. Ensures the curriculum and activities meet the physical, social/emotional, health, nutritional safety needs and intellectual needs of the children.....1 2 3 4 5
- 2. *Curriculum reflects program goals1 2 3 4 5
- 3. *Curriculum reflects individual child developmental goals1 2 3 4 5
- 4. Routines and transitions are done with respect for child and family.....1 2 3 4 5
- 5. Plans, implements and evaluates parent child activities.....1 2 3 4 5
- 6. Coordinates activities in classroom and home1 2 3 4 5
- 7. Completes required home visits1 2 3 4 5

*Comments or examples:

E. Assessments/Planning:

- 1. Continually assess each child's developmental needs.....1 2 3 4 5
- 2. *Assessments are completed within 45 days of enrollment1 2 3 4 5
- 3. *Writes and evaluates goals monthly1 2 3 4 5
- 4. Participates in two Comprehensive Staffings a year.....1 2 3 4 5
- 5. Activities are planned one week in advance and kept in planning book.....1 2 3 4 5

*Comments or examples:

F. Guidance:

- 1. Shows that behavior, not child, is unacceptable.....1 2 3 4 5
- 2. Is physically and verbally nurturing and supportive.....1 2 3 4 5
- 3. Helps reinforce classroom rules and expectations consistently.....1 2 3 4 5
- 4. Teaches positive and appropriate behavior.....1 2 3 4 5
- 5. Uses a variety of positive guidance techniques such redirection and logical consequences, choices and directives.....1 2 3 4 5

*Comments or examples:

G. Self Concept and Creative Expression:

- 1. Asks open-ended questions to promote problem solving and models creative thinking.....1 2 3 4 5
- 2. *Respects and values all verbal responses.....1 2 3 4 5
- 3. Encourages children to understand and express their feelings.....1 2 3 4 5
- 4. Respects cultural differences and teaches anti-bias.....1 2 3 4 5

*Comments or examples:

H. Parent Involvement Duties:

- 1. Encourages parents to attend parent education programs1 2 3 4 5
- 2. Uses a variety of ways to communicate.....1 2 3 4 5
- 3. Knows and respects parents' values and goals for their children.....1 2 3 4 5
- 4. *Maintains confidentiality with all family matters.....1 2 3 4 5
- 5. Keeps parent informed of future activities and community events.....1 2 3 4 5
- 6. Involves parents in curriculum planning1 2 3 4 5

*Comments or examples:

I. Supervisory Skills:

- 1. Provides training to assistants and volunteers so that they can adequately complete their tasks and increase their skills1 2 3 4 5
- 2. Meets with staff on a regular schedule.....1 2 3 4 5
- 3. Helps staff become more proficient by:
- 4. Patiently answering questions.....1 2 3 4 5
- 5. Giving needed direction pleasantly1 2 3 4 5
- 6. Recognizing accomplishments1 2 3 4 5
- 7. Provide time for assistant(s) to work on CPA or other training.....1 2 3 4 5
- 8. Evaluating staff often and objectively.....1 2 3 4 5
- 9. Delegates effectively and appropriately1 2 3 4 5
- 10. Supports staff verbally and by attitude.....1 2 3 4 5
- 11. *Makes sure staff is actively engaged.....1 2 3 4 5
- 12. Acts on staff problems quickly and appropriately1 2 3 4 5

*Comments or examples:

J. Staff Communication and Team Membership:

- 1. Shares materials and information.....1 2 3 4 5
- 2. *Uses appropriate channels for concerns and does not interfere in a situation another staff person is handling1 2 3 4 5
- 3. *Supports team members and supervisor verbally and by attitude.....1 2 3 4 5
- 4. Sets aside sufficient time to meet and plan with team members.....1 2 3 4 5

*Comments or examples:

K. Work Ethics:

- 1. *Comes to work on time.....1 2 3
- 2. Notifies supervisor prior to beginning of work day when not able to come to work.....1 2 3
- 3. *Misses little time because of illness.....1 2 3
- 4. Willingly accepts changes in program.....1 2 3
- 5. Accepts and acts on constructive criticism.....1 2 3
- 6. Follows through on accepted tasks or agreements.....1 2 3

*Comments or examples:

Do you have long-term employment goals? _____

What help do you need to accomplish these goals _____

Additional Information: _____

Supervisor's Signature _____ Date _____

EHS Teachers Signature _____

Date _____

UMCHS/RVS 12/29/98

Rating Scale Explanation:

1. **UNACCEPTABLE** - Performance falls substantially short of the expectations for competency. Requires much improvement.
2. **MARGINAL** - Performance does not meet an acceptable level in all areas, but employee is steadily improving.
3. **COMPETENT** - Performance is fully acceptable. Performance meets standards set for the position on a consistent basis.
4. **COMMENDABLE** - Performance is significantly better than average. Consistently exceeds standards; distinctive performance.
5. **DISTINGUISHED** - Exceptional performance of unusually high caliber. Remarkable achievement and pacesetting performance.

Any task marked 1, 2, or 5 must have a comment written to justify the score.

Any task marked 1 or 2 must have a plan of assistance written and be attached to the performance evaluation.

Any * task (essential job function) marked a 1 or 2, no merit increase will occur until the task is brought up to competency.

Three tasks marked a 1 or 2, no merit increase will occur until the task is brought up to competency.

- Successful completion of a 6 month introductory period**
- Eligible for merit increase**
- Not eligible for merit increase**