

**EARLY HEAD START TEACHER ASSISTANT/COOK ASSISTANT/BUS MONITOR
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 assigned 1 2 3 4 5
2. Demonstrate familiarity with employment policies, performance standards, work plan and objectives of Agency 1 2 3 4 5
3. Maintain congenial and respectful relations with staff, children, families and community..... 1 2 3 4 5
4. *Keep current and accurate records that conform to program policies 1 2 3 4 5
5. *Maintain confidentiality in regards to staff and family information 1 2 3 4 5
6. Maintain objectives and professional standards 1 2 3 4 5
7. Improve self-skills and education..... 1 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 supervisor..... 1 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. Curriculum and Activities:

1. *Helps teacher to make sure the Curriculum and activities meet the children's Physical Needs, Social Needs, Emotional Needs, Health/Nutritional/Safety Needs, and Intellectual Needs..... 1 2 3 4 5
2. Helps teacher carry through on individual goals. 1 2 3 4 5
3. Carries out classroom activities in a timely manner 1 2 3 4 5
4. Helps teacher evaluate effectiveness of activities 1 2 3 4 5
5. Helps teacher coordinate activities 1 2 3 4 5

*Comments or examples:

C. Assessment and Planning:

1. *Helps teacher assess each child's developmental needs in a timely manner 1 2 3 4 5
2. Meets with all component coordinators in Comprehensive Staffing to develop and evaluate individual goals of the children, two times per year 1 2 3 4 5
3. Confers with the supervisor on planned program activities 1 2 3 4 5

*Comments or examples:

D. Safety and Health:

1. *Assist teacher to ensure children are constantly supervised with a ratio of 1:4 1 2 3 4 5
2. Shares the responsibility of maintaining an orderly and clean classroom and office; helps keep equipment in safe condition 1 2 3 4 5
3. Emergency situations are handled quickly, calmly, and effectively 1 2 3 4 5
4. Educates children during routines about health, safety, nutrition, basic skills and self control 1 2 3 4 5

*Comments or examples:

E. Safe and Legal Bus Operations:

1. *Monitors children and adults while being transported. 1 2 3 4 5

2. *Assists in pre-trips prior to each route, Assists post trip after each route 1 2 3 4 5
Children under 4, weighing 40 pounds or less are using Booster Seats.
Booster seats are Seat belted in at all times. 1 2 3 4 5
3. *Messages are checked before each route. 1 2 3 4 5
4. *Ensures that children are seated and safety belts fastened and pulled tight 1 2 3 4 5
5. *Ensures that bus is attended at all times..... 1 2 3 4 5
6. Assists in emergency situations and assure the are handled quickly, calmly and effectively..... 1 2 3 4 5
7. *Evacuation drill done monthly with each class. 1 2 3 4 5
8. No food or Drink is brought on the Bus (except on staff day) 1 2 3 4 5

*Comments or examples:

F. Pick-up and Delivery of Children:

1. Distributes "take home" material with coordination of CFA's, Teachers, and TA's 1 2 3 4 5
2. Informs CFA, Teacher/TA's after each route when all children have been delivered 1 2 3 4 5
3. Informs CFA, Teachers/TA's of disciplinary problems on the bus and coordinates efforts with them..... 1 2 3 4 5
4. Ensures the safety and well being of children, parents and staff..... 1 2 3 4 5

*Comments or examples:

G. Guidance:

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

*Comments or examples:

H. 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:

I. Cook Duties:

1. *Assists in preparing family style meals for children, volunteers, and staff 1 2 3 4 5
2. *Stores food and supplies properly 1 2 3 4 5
3. Maintains an orderly and clean kitchen at all times 1 2 3 4 5
4. Knows USDA Child Care Food Program requirements 1 2 3 4 5
5. *Knows and follows Health Department rules on sanitation 1 2 3 4 5

*Comments or examples:

J. Parent Involvement Duties:

1. Uses a variety of ways to communicate..... 1 2 3 4 5
2. Knows and respects parent's values and goals for their children 1 2 3 4 5
3. *Maintains confidentiality with all family matters 1 2 3 4 5

- 4. Keeps parents informed of future activities and community events 1 2 3 4 5
- 5. Promotes parent involvement in all activities 1 2 3 4 5
- 6. Assists Teacher to involve parents in curriculum planning 1 2 3 4 5

*Comments or examples:

K. 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 handling 1 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:

L. 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 Teacher Assistant's Signature _____ Date _____

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**