



**DIRECTIONS FOR USE OF STANDRDS RUBRIC
FOR STAFF EVALUATION
EARLY CHILDHOOD FAMILY EDUCATION TEACHER**

General Instructions

The Standards of Effective Teaching guide the process of professional development and evaluation for teachers. For non-tenured teachers and tenured teachers choosing an annual evaluation, the general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct an observation of at least 25-30 minutes.
2. Both the administrator and the teacher will fill out a separate rubric continuum after the observation. Each will check the point on the continuum that best describes observed behavior or overall performance.

Example: Fall Observation: Check the “F”

Spring Observation: Check the “S”

SKILL AREA	PERFORMANCE LEVEL		
Environment for Learning	Below Standard	Meets Standard	Exceeds Standard
	Environment may ignore the needs of children F <input checked="" type="checkbox"/> S <input type="checkbox"/>	Environment is child-centered and personalized for parents and children F <input type="checkbox"/> S <input checked="" type="checkbox"/>	Continually evaluates classroom and makes changes to meet the needs of individual groups of children F <input type="checkbox"/> S <input type="checkbox"/>

3. The administrator will write a brief explanation on the form of any area in which a teacher is marked “Below Standard.”
4. The administrator will hold a conference with the teacher focused on the observation and other things known about the overall job performance.
5. The administrator’s original copy of the evaluation is sent to Human Resources for the teacher’s Personnel File.

Timelines

1. For non-tenured teachers, the first evaluation is completed by December 31 each school year; and the second evaluation is completed by March 15 each school year.
2. If a teacher may be recommended for contract non-renewal, the second observation is completed by May 1.
3. For tenured teachers, the evaluation is completed by May 15 each school year.
4. The conference following the observation is completed within ten school days of the observation, preferably sooner.
5. The Standards of Effective Teaching evaluation including the attached Summary Evaluation are completed by the administrator, and sent to the Human Resource Department for the teacher’s Personnel File by June 30 of each school year.



STANDARDS OF EFFECTIVE FOR EARLY CHILDHOOD FAMILY EDUCATION TEACHERS

Teacher's Name: _____ School Year: _____

Evaluator's Name: _____ Site: _____

Time of Observation: From: _____ A.M. P.M. To: _____ A.M. P.M. Date: _____

Check probationary year or tenured status:

- First-Year Probationary Second-Year Probationary Third-Year Probationary Tenured

Instructions: Check the continuum that best describes observed behavior or overall performance. Because job descriptions vary, all skill areas may not apply. Those skill areas should be left blank.

Fall Observation: Check the "F"

Spring Observation: Check the "S"

DOMAIN 1: THE CLASSROOM ENVIRONMENT

SKILL AREA	PERFORMANCE LEVEL		
Environment of Respect and Rapport	Below Standard	Meets Standard	Exceeds Standard
	Early childhood teacher interactions may include negative or demeaning responses F <input type="checkbox"/> S <input type="checkbox"/>	Early childhood teacher focuses on building positive relationships with families through friendly and mutually respectful interactions F <input type="checkbox"/> S <input type="checkbox"/>	Early childhood teacher strengthens relationships by communicating regularly with families in and outside of class F <input type="checkbox"/> S <input type="checkbox"/>
	Interactions may not be age or developmentally appropriate and/or disregard culture F <input type="checkbox"/> S <input type="checkbox"/>	Interactions are appropriate to developmental, cultural and socioeconomic differences F <input type="checkbox"/> S <input type="checkbox"/>	Takes time with each individual child showing care, respect and interest F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Environment for Learning	Below Standard	Meets Standard	Exceeds Standard
	Environment may ignore the needs of children F <input type="checkbox"/> S <input type="checkbox"/>	Environment is child-centered and personalized for parents and children F <input type="checkbox"/> S <input type="checkbox"/>	Continually evaluates classroom and makes changes to meet the needs of individual groups of children F <input type="checkbox"/> S <input type="checkbox"/>
	Environment is disorganized, cluttered and difficult to replicate at home F <input type="checkbox"/> S <input type="checkbox"/>	Environment is physically attractive, reflects cultural and ethnic diversity and some parts may be easily replicated at home F <input type="checkbox"/> S <input type="checkbox"/>	Invites families to participate in sharing cultural art work in the classroom F <input type="checkbox"/> S <input type="checkbox"/>
	Space is cramped and unsafe for child and parent child activities F <input type="checkbox"/> S <input type="checkbox"/>	Adequate space is available to safely carry out child and parent-child, activities F <input type="checkbox"/> S <input type="checkbox"/>	Arranges space in creative ways to maximize space and insure safety F <input type="checkbox"/> S <input type="checkbox"/>
	Supplies and procedures for diapering and cleaning toys are inadequate F <input type="checkbox"/> S <input type="checkbox"/>	Supplies for diapering children, sanitizing toys, and cleaning surfaces are posted and accessible F <input type="checkbox"/> S <input type="checkbox"/>	Procedures are posted in appropriate language and areas are fully stocked at all times F <input type="checkbox"/> S <input type="checkbox"/>
	Learning materials and equipment are inappropriate to developmental level, needs, and interests of children <ul style="list-style-type: none"> • Not at eye level • Inappropriate for ages • Have small pieces • Are broken • Not appropriate or adaptable to children with disabilities • Lack of variety in activities which encourages individual, small and large group participation F <input type="checkbox"/> S <input type="checkbox"/>	Learning materials and equipment for children are appropriate to the developmental level, needs, and interests of the children involved They are: <ul style="list-style-type: none"> • At children’s eye level and readily accessible to children for self-selection • Age appropriate • Durable and easy to clean • Multi-sensory • Adaptable for children with disabilities • Available for group and individual use F <input type="checkbox"/> S <input type="checkbox"/>	Learning materials and equipment for children are appropriate to the developmental level, needs, and interests of the children involved They are: <ul style="list-style-type: none"> • At eye level, accessible, and rotated on a regular basis • Toys and activities are chosen that can adapt to a wide age span • Multi sensory and invite creative problem solving • Adaptable for child with disability as well as showing a child with a disability engaged in activities (i.e. puzzles) • Multiple items of popular items especially for toddlers F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Environment for Learning (Continued)	Below Standard	Meets Standard	Exceeds Standard
	<p>The environment is arranged in learning centers that:</p> <ul style="list-style-type: none"> • Children are not allowed to make choices • Social interactions are discouraged • Children’s individual interests are belittled or ignored • Activities are limited to a single developmental level • Do not allow for movement and exploration • Centers are limited to one developmental areas • Competence and self help skills are discouraged <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>The environment is arranged in learning centers that:</p> <ul style="list-style-type: none"> • Allow children to make choices • Encourage cooperative social interaction • Capitalize on children’s individual interests • Are appropriate for a wide range of developmental capabilities • Allow for movement and exploration • Enhance all developmental areas • Enhance the development of competence and self-help skills <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>The environment is arranged in learning centers that:</p> <ul style="list-style-type: none"> • Children are encouraged to make choices in an intentional manner • Centers are designed especially for encouraging social interaction • Spends time with each child learning about individual interests • Knows developmental capabilities of each child and plans for them in centers • Centers encourage and can accommodate movement and exploration • Centers are carefully planned to address all development areas and explanations are posted • Children are encouraged in self help skills and verbally rewarded for trying <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Classroom Procedures	Below Standard	Meets Standard	Exceeds Standard
	Considerable instructional time is lost to transitions and non-instructional tasks F <input type="checkbox"/> S <input type="checkbox"/>	Flexible classroom routines are in place for smooth transitions and efficient handling of non-instructional tasks F <input type="checkbox"/> S <input type="checkbox"/>	Exceptionally smooth transitions and very minimal instructional time is lost to non-instructional tasks F <input type="checkbox"/> S <input type="checkbox"/>
	Some needed equipment or materials are missing or poorly planned F <input type="checkbox"/> S <input type="checkbox"/>	Materials and equipment are well prepared and readily adapted to learning differences, learning styles, and various cultures F <input type="checkbox"/> S <input type="checkbox"/>	Materials are exceptionally well prepared F <input type="checkbox"/> S <input type="checkbox"/>
	Duties and/or responsibilities for assistants and volunteers are unclear or not set and performance feedback is not given F <input type="checkbox"/> S <input type="checkbox"/>	Clear expectations are set and performance feedback is given to assistants and volunteers F <input type="checkbox"/> S <input type="checkbox"/>	Sets clear expectations and trains assistants and volunteers to effectively meet them as well as offers consistent performance feedback F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Student Behavior	Below Standard	Meets Standard	Exceeds Standard
	Expresses inappropriate expectations or is unclear of expectations with children F <input type="checkbox"/> S <input type="checkbox"/>	Expresses developmentally appropriate expectations of children's behavior F <input type="checkbox"/> S <input type="checkbox"/>	Shares with group of parents and children what expectations are and may ask for help developing or fine tuning F <input type="checkbox"/> S <input type="checkbox"/>
	Does not effectively monitor children's behavior F <input type="checkbox"/> S <input type="checkbox"/>	Aware of class and individual behavior and works to minimize disruptions F <input type="checkbox"/> S <input type="checkbox"/>	Highly aware of classroom activities and is proactive in classroom management F <input type="checkbox"/> S <input type="checkbox"/>
	Response to misbehavior is inconsistent, ineffective or disrespectful F <input type="checkbox"/> S <input type="checkbox"/>	Response to student misbehavior is timely, appropriate and effective F <input type="checkbox"/> S <input type="checkbox"/>	Response to misbehavior is highly effective and individualized F <input type="checkbox"/> S <input type="checkbox"/>
	May not interact effectively with children or ignores certain children F <input type="checkbox"/> S <input type="checkbox"/>	Interacts effectively with children both individually and in groups F <input type="checkbox"/> S <input type="checkbox"/>	Takes time to talk individually with each child each day and makes them feel welcome as group members F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION

SKILL AREA		PERFORMANCE LEVEL	
Effective Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
	Lessons lack some or all elements of effective early childhood education <ul style="list-style-type: none"> • Concrete, experiential learning • Emphasis in process over product • Imagination and creativity • Multi-sensory approach to learning F <input type="checkbox"/> S <input type="checkbox"/>	Implements effective instructional design including activities that: <ul style="list-style-type: none"> • Provide concrete, experiential learning • Emphasize the learning process rather than the product • Promote imagination and creativity • Are multi-sensory F <input type="checkbox"/> S <input type="checkbox"/>	Regularly rotates activities to meet all elements of effective early childhood education F <input type="checkbox"/> S <input type="checkbox"/>
	Discourages <ul style="list-style-type: none"> • Self discipline • Verbalizing • Problem solving • Self help skills F <input type="checkbox"/> S <input type="checkbox"/>	Encourages <ul style="list-style-type: none"> • Self discipline • Verbalizing • Problem solving • Self help skills F <input type="checkbox"/> S <input type="checkbox"/>	Intentional about helping children develop self discipline, self help and problem solving skills F <input type="checkbox"/> S <input type="checkbox"/>
	Circle time is unplanned or not relevant to educational goals F <input type="checkbox"/> S <input type="checkbox"/>	Plans and conducts circle time with relevant educational goals using a variety of methods F <input type="checkbox"/> S <input type="checkbox"/>	Uses props with children, posts the words of the songs, encourages emergent language with a variety of activities and ends with a predictable closure F <input type="checkbox"/> S <input type="checkbox"/>
	Interaction activities are not relevant to all age groups present F <input type="checkbox"/> S <input type="checkbox"/>	Parent child interaction activities are relevant to all age groups present F <input type="checkbox"/> S <input type="checkbox"/>	

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Knowledge of Content	Below Standard	Meets Standard	Exceeds Standard
	Displays a lack of knowledge about child development, parent-child relations and early childhood education F <input type="checkbox"/> S <input type="checkbox"/>	Displays knowledge about child development, parent-child relations and early childhood education F <input type="checkbox"/> S <input type="checkbox"/>	Actively seeks additional information and knowledge F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Clear and Accurate Communication	Below Standard	Meets Standard	Exceeds Standard
	Oral language is unclear. Vocabulary is incorrect or vague, leading to confusion F <input type="checkbox"/> S <input type="checkbox"/>	Oral language is clear and correct, appropriate to child’s age, development and interests F <input type="checkbox"/> S <input type="checkbox"/>	Oral language is clear, correct, enriching and developmentally appropriate F <input type="checkbox"/> S <input type="checkbox"/>
	Directions and procedures are unclear F <input type="checkbox"/> S <input type="checkbox"/>	Directions and procedures are clear to children, contain an appropriate level of detail & are modified as needed F <input type="checkbox"/> S <input type="checkbox"/>	Directions and procedures are clear to children to anticipate any misunderstanding F <input type="checkbox"/> S <input type="checkbox"/>
	Questions are often lower order-knowledge and comprehension- and require limited student response F <input type="checkbox"/> S <input type="checkbox"/>	Teacher uses a range of questions from simple understanding to analysis and evaluation F <input type="checkbox"/> S <input type="checkbox"/>	Questions lead to students creating their own conceptual frameworks F <input type="checkbox"/> S <input type="checkbox"/>
	Few accommodations are made for second language learners and children are rarely encouraged to communicate F <input type="checkbox"/> S <input type="checkbox"/>	Accommodations are made for second language learners and children are encouraged to communicate F <input type="checkbox"/> S <input type="checkbox"/>	Interpreters or bilingual children are resources in the lesson F <input type="checkbox"/> S <input type="checkbox"/>
	Instructional feedback is vague or not given F <input type="checkbox"/> S <input type="checkbox"/>	Instructional feedback is constructive, given in a timely manner F <input type="checkbox"/> S <input type="checkbox"/>	Instructional feedback accounts for language and learning differences F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Outreach	Below Standard	Meets Standard	Exceeds Standard
	Ineffective system to identify eligible families F <input type="checkbox"/> S <input type="checkbox"/>	Regularly engages in outreach activities appropriate to the site neighborhood to maintain enrollment in agreement with program standards F <input type="checkbox"/> S <input type="checkbox"/>	Makes a special effort to reach out and recruit families to fill openings F <input type="checkbox"/> S <input type="checkbox"/>
	Makes little effort to disseminate information or collaborate with other groups, programs, or agencies in the community F <input type="checkbox"/> S <input type="checkbox"/>	Disseminates information about programs services to other groups, programs, and agencies in the community serving young children and their families F <input type="checkbox"/> S <input type="checkbox"/>	Sets up and maintains collaborations with groups, programs, and agencies in the community F <input type="checkbox"/> S <input type="checkbox"/>
	The program has inflexible hours and limited program options F <input type="checkbox"/> S <input type="checkbox"/>	The program offers flexible hours and programming options to reduce barriers to participation F <input type="checkbox"/> S <input type="checkbox"/>	
	New families are not welcomed into the program F <input type="checkbox"/> S <input type="checkbox"/>	Introduces new families to the program in personalized ways and respects parents as prime educators F <input type="checkbox"/> S <input type="checkbox"/>	Encourages established families to welcome new families and to help them feel comfortable F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Community Input and Linkages	Below Standard	Meets Standard	Exceeds Standard
	Does not collaborate with other school district staff F <input type="checkbox"/> S <input type="checkbox"/>	Works with other district staff to integrate program into the school district F <input type="checkbox"/> S <input type="checkbox"/>	Works regularly with advisory council to integrate program into the school district F <input type="checkbox"/> S <input type="checkbox"/>
	Does not make information readily available to parents F <input type="checkbox"/> S <input type="checkbox"/>	Knowledgeable about school and community resources and makes this information readily available to parents F <input type="checkbox"/> S <input type="checkbox"/>	Initiates family use of school and community resources through handouts, speakers, etc. F <input type="checkbox"/> S <input type="checkbox"/>
	Few referrals are made F <input type="checkbox"/> S <input type="checkbox"/>	Makes referrals of both parents and children to other community resources serving families F <input type="checkbox"/> S <input type="checkbox"/>	Follows through with referrals F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA	PERFORMANCE LEVEL		
Attendance/Attire/ Student Records	Below Standard	Meets Standard	Exceeds Standard
	Has poor attendance and/or lesson plans are unavailable F <input type="checkbox"/> S <input type="checkbox"/>	Meets program expectations for on time attendance with effective lesson plans available if absent F <input type="checkbox"/> S <input type="checkbox"/>	Communicates with substitutes and co-workers before and after absences to stay informed F <input type="checkbox"/> S <input type="checkbox"/>
	Inappropriate attire F <input type="checkbox"/> S <input type="checkbox"/>	Appropriate attire F <input type="checkbox"/> S <input type="checkbox"/>	
	Records and files are inaccurate or incomplete F <input type="checkbox"/> S <input type="checkbox"/>	Family records and files are accurate and complete F <input type="checkbox"/> S <input type="checkbox"/>	

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA	PERFORMANCE LEVEL		
Informing and Engaging Families	Below Standard	Meets Standard	Exceeds Standard
	Demonstrates inappropriate expectations for children F <input type="checkbox"/> S <input type="checkbox"/>	Reinforces appropriate parental expectations for individual children F <input type="checkbox"/> S <input type="checkbox"/>	Initiates purposeful conversation with parents about their expectations for their children F <input type="checkbox"/> S <input type="checkbox"/>
	Responds insensitively to parent concerns F <input type="checkbox"/> S <input type="checkbox"/>	Communicates with parents regularly or as needed regarding individual students' progress F <input type="checkbox"/> S <input type="checkbox"/>	Provides both positive and negative feedback to parents with great sensitivity F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely conveys the meaning and value of activities to parents F <input type="checkbox"/> S <input type="checkbox"/>	Interprets the meaning and value of activities to parents F <input type="checkbox"/> S <input type="checkbox"/>	Posts the objectives of activities and communicates consistently with parents after class F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely facilitates or encourages parents to be involved with and enjoy their children F <input type="checkbox"/> S <input type="checkbox"/>	Facilitates and encourages parents to be involved with and enjoy their children during parent and child interaction time F <input type="checkbox"/> S <input type="checkbox"/>	Parents are encouraged to follow their child's lead as well as observe children's skills and behavior F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Commitment to Professional Growth	Below Standard	Meets Standard	Exceeds Standard
	Ignores or minimizes feedback F <input type="checkbox"/> S <input type="checkbox"/>	Open to feedback from colleagues and supervisors F <input type="checkbox"/> S <input type="checkbox"/>	Actively seeks feedback from colleagues and supervisors F <input type="checkbox"/> S <input type="checkbox"/>
	Participates in professional development if required or at a minimal level F <input type="checkbox"/> S <input type="checkbox"/>	Seeks out and participates in opportunities for professional development F <input type="checkbox"/> S <input type="checkbox"/>	Regularly participates in professional development and shares information with others F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely reflects upon effectiveness of lesson and objectives F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of lessons, including degree to which objective was achieved F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of lessons thoroughly and plans new lessons accordingly F <input type="checkbox"/> S <input type="checkbox"/>
	Input from families is not solicited or considered F <input type="checkbox"/> S <input type="checkbox"/>	Parent and child feedback is used to make instructional decisions F <input type="checkbox"/> S <input type="checkbox"/>	A variety of parent and child feedback is sought and effectively implemented F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Collaboration with Peers and Service to the Profession	Below Standard	Meets Standard	Exceeds Standard
	Is an ineffective team member F <input type="checkbox"/> S <input type="checkbox"/>	Works effectively as a member of a site team F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership at the site F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely collaborates with specialists F <input type="checkbox"/> S <input type="checkbox"/>	Effectively collaborates with specialists (e.g., ECSE) F <input type="checkbox"/> S <input type="checkbox"/>	Seeks specific help from specialists F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely offers assistance to other educators F <input type="checkbox"/> S <input type="checkbox"/>	Assists other educators when appropriate F <input type="checkbox"/> S <input type="checkbox"/>	Contributes to the profession by mentoring, publishing, etc. F <input type="checkbox"/> S <input type="checkbox"/>
	Parent educator and early childhood teachers rarely work together throughout parent child interaction F <input type="checkbox"/> S <input type="checkbox"/>	Parent educator and early childhood teacher work together throughout parent-child interaction F <input type="checkbox"/> S <input type="checkbox"/>	Parent educator and early childhood teachers plan and implement curriculum together F <input type="checkbox"/> S <input type="checkbox"/>
	Citywide participation is limited or non-existent F <input type="checkbox"/> S <input type="checkbox"/>	Participates in staff meetings at a citywide level F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership at citywide level F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

Lead Teacher Responsibilities	Below Standard	Meets Standard	Exceeds Standard
<p>This Section Is Not Applicable: N/A <input type="checkbox"/></p>	<p>Inconsistently facilitates staff meetings</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates consistent staff meetings in accordance with program standards</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates exceptionally effective staff meetings</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>There is no site advisory council</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Responsive to working with the advisory council</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Supports an active advisory council that promotes legislation, outreach, citywide programming, and ECFE advocacy</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>The processing of program paperwork is inaccurate and/or consistently late</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Oversees the accurate and timely processing of registrations, fee collection, parent feedback, statistic collection, etc.</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	
	<p>Is inefficient and irresponsible in fiscal management</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Monitors the site budget in a fiscally efficient and responsible manner</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Seeks out additional revenues and resources to add to the budget</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Rarely takes leadership in problem solving or design of program systems</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Takes leadership in problem solving with staff in unexpected or challenging situations, as well as, systems design for daily program operation</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Inspires high levels of staff commitment and facilitates an exceptionally well run site</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Rarely communicates with principal or landlord</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Acts as the ECFE site liaison with either the building principal or landlord</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Has a good working relationship with principal or landlord and is able to solve site problems at that level</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>

Notes:



Standards of Effective Performance for Early Childhood Family Education Teacher

SUMMARY EVALUATION

Please rate the overall performance of _____
Early Childhood Family Education Teacher

School Year of Evaluation: _____

Evaluation Period (Check One): Fall Spring

Exceeds Standard

Meets Standard

Below Standard
(If tenured, refer to the Teacher Assistance Program.)

Comments:

Signed: _____
Principal

Date: _____

This Performance Appraisal has been discussed with me and I have received a copy of it.
(Teachers may submit a letter for inclusion in their personnel file pertaining to this appraisal.)

Signed: _____
Early Childhood Family Education Teacher

Date: _____

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008