



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

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
	The classroom is cluttered, disorganized, not conducive to learning F <input checked="" type="checkbox"/> S <input type="checkbox"/>	The physical environment is comfortable, aesthetically pleasing, safe and conducive to effective interaction F <input type="checkbox"/> S <input checked="" type="checkbox"/>	Uses physical resources in highly creative ways to maximize learning and to reflect the actual diversity of the participants 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 PARENT EDUCATOR

Educator'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		
	Below Standard	Meets Standard	Exceeds Standard
Environment of Respect and Rapport	Parent educator interactions include negative or demeaning responses F <input type="checkbox"/> S <input type="checkbox"/>	Parent educator builds positive relationships with parents through friendly and mutually respectful interactions F <input type="checkbox"/> S <input type="checkbox"/>	Parent educator strengthens relationships by communicating regularly with parents in and outside of class F <input type="checkbox"/> S <input type="checkbox"/>
	Interactions may not account for the developmental level or culture of the family F <input type="checkbox"/> S <input type="checkbox"/>	Interactions are appropriate to educational, cultural and socioeconomic differences F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates caring for each individual family and respect for his/her culture and socioeconomic status 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
	The classroom is uncomfortable disorganized, not conducive to learning F <input type="checkbox"/> S <input type="checkbox"/>	The physical environment is comfortable, aesthetically pleasing, safe and conducive to effective interaction F <input type="checkbox"/> S <input type="checkbox"/>	Uses physical resources in highly creative ways to maximize learning and to reflect the actual diversity of the participants F <input type="checkbox"/> S <input type="checkbox"/>

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"/>	Systems 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 instruction time 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 ready F <input type="checkbox"/> S <input type="checkbox"/>	Materials are exceptionally well prepared, adapted to learning differences, learning styles, and various cultures F <input type="checkbox"/> S <input type="checkbox"/>
	Clear duties or responsibilities for assistants and volunteers are not set and they do not receive performance feedback F <input type="checkbox"/> S <input type="checkbox"/>	Clear expectations are set and performance feedback is given to assistants & volunteers F <input type="checkbox"/> S <input type="checkbox"/>	Assistants and volunteers are trained to effectively meet expectations and are given consistent performance feedback F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS

SKILL AREA	PERFORMANCE LEVEL		
Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
	Lessons lack some or all of the elements of effective instructional design: - Objectives - Introduction - Differentiated instruction - Modeling - Practice - Closure - Checks for understanding F <input type="checkbox"/> S <input type="checkbox"/>	Teacher implements effective instructional design that is consistent with ECFE philosophy including: - Clear objectives - Introduction - Differentiated instruction - Modeling - Practice - Closure - Checks for understanding F <input type="checkbox"/> S <input type="checkbox"/>	Actively researches best practices for instruction and implements them into the classroom, including highly effective instructional design with: - Clear objectives - Introduction - Differentiated instruction - Modeling - Practice - Closure - Checks for understanding F <input type="checkbox"/> S <input type="checkbox"/>
	Instructional resources may not be multicultural, gender-fair and sensitive to disability and socioeconomic status F <input type="checkbox"/> S <input type="checkbox"/>	Instructional resources used are multicultural, gender-fair and sensitive to disability and socioeconomic status F <input type="checkbox"/> S <input type="checkbox"/>	Instructional resources show integration of multiple types of diversity F <input type="checkbox"/> S <input type="checkbox"/>
	Resources are inaccurate and may not reflect current research in the fields of child development, and parent education F <input type="checkbox"/> S <input type="checkbox"/>	Resources accurately reflect current research in the fields of child development and parent education and are adapted to match participants needs F <input type="checkbox"/> S <input type="checkbox"/>	Instructional resources show integration of multiple types of diversity F <input type="checkbox"/> S <input type="checkbox"/>
	Conducts field trips without clear-appropriate educational objectives F <input type="checkbox"/> S <input type="checkbox"/>	Conducts field trips with clear appropriate educational objectives F <input type="checkbox"/> S <input type="checkbox"/>	The parent educator models for participants how to access resources using a variety of sources and technologies F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Knowledge of Content	Below Standard	Meets Standard	Exceeds Standard
	<p>May lack general knowledge of content</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Displays solid content knowledge about parent child relations and child development</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Displays extensive content knowledge and continuously seeks new information</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Displays lack of knowledge about theories of adult learning, learning styles and group dynamics</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Implements theories of adult learning, learning styles and group dynamics</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Actively seeks additional information and knowledge</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Parents are uninvolved in agenda setting and learning process</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Involves parents in setting the agenda and guiding the learning process</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Always involves parents in setting the agenda and guiding the learning process and directs parents to seek information on their own</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Goals and teaching strategies are not set</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Sets goals and strategies based on individual needs and interests and related to the sequential development of the class</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Regularly assesses goals and strategies with parents</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Seldom helps parents to understand information about age appropriate developmental expectations and then to act on them</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Helps parents to understand information about age appropriate developmental expectations and then to act on them</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Helps families to individualize expectations</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Seldom encourages parents to set goals based on family strengths and values</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Encourages parents to set goals based on family strengths and values</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Checks in with parents regarding goal progress</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Knowledge of Content (Continued)	Below Standard	Meets Standard	Exceeds Standard
	Seldom encourages parents to develop problem solving skills and/or supports parents in addressing challenges F <input type="checkbox"/> S <input type="checkbox"/>	Encourages parents to develop problem solving skills and supports parents in addressing individual and family challenges F <input type="checkbox"/> S <input type="checkbox"/>	Checks in with parents regarding their challenges and needs for support F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Clear and Accurate Communication	Below Standard	Meets Standard	Exceeds Standard
	<ul style="list-style-type: none"> - Oral language is unclear - Written language has errors - Vocabulary is incorrect or inappropriate to learners <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Oral and written language is clear and correct, according to the needs and interests of the group</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Oral and written language is correct and expressive, enriching the lesson</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Few accommodations are made for second language learners</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>The parent educator works with the interpreter or co-facilitator to relate to parents culturally and linguistically</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Interpreters and bilingual students are partners in the lesson</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>The parent educator's own perspective and information dominate the discussion</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Discussions allow parents to learn from one another and address immediate concerns</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Parents take responsibility for parts of the discussion and share resources</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
	Seldom attempts to include all parents F <input type="checkbox"/> S <input type="checkbox"/>	Actively listens to parents F <input type="checkbox"/> S <input type="checkbox"/>	Parents themselves engage others in discussion F <input type="checkbox"/> S <input type="checkbox"/>
	Guidelines for group interaction are unclear F <input type="checkbox"/> S <input type="checkbox"/>	Assists members in setting group guidelines and establishes a climate of mutual respect, trust and responsibility F <input type="checkbox"/> S <input type="checkbox"/>	Parents demonstrate group ownership and contribute to the smooth functioning of the group F <input type="checkbox"/> S <input type="checkbox"/>
	Challenging group issues are ignored or mishandled F <input type="checkbox"/> S <input type="checkbox"/>	Appropriately handles challenging group issues F <input type="checkbox"/> S <input type="checkbox"/>	Anticipates challenging group issues and takes preventative measures F <input type="checkbox"/> S <input type="checkbox"/>
	Consistently allows individual or group needs to dominate the discussion F <input type="checkbox"/> S <input type="checkbox"/>	Balances the individual needs of parents with group needs F <input type="checkbox"/> S <input type="checkbox"/>	Skillfully interweaves individual and group issues into discussion F <input type="checkbox"/> S <input type="checkbox"/>
	Response is inconsistent, ineffective, or disrespectful F <input type="checkbox"/> S <input type="checkbox"/>	Responds to parents without group skills in a timely, appropriate and effective manner F <input type="checkbox"/> S <input type="checkbox"/>	Response is highly effective and differentiated F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely maintains professional boundaries F <input type="checkbox"/> S <input type="checkbox"/>	Maintains appropriate boundaries with families such as confidentiality, self disclosure, or personal involvement F <input type="checkbox"/> S <input type="checkbox"/>	

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices (Continued)	Below Standard	Meets Standard	Exceeds Standard
	Rarely unresponsive of parents' efforts to form networks F <input type="checkbox"/> S <input type="checkbox"/>	Encourages parental support networks outside the program F <input type="checkbox"/> S <input type="checkbox"/>	Facilitates parents' efforts at forming and maintaining support networks among themselves F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS (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 ECFE 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 seldom 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 INSTRUCTIONAL PRACTICES AND COMMUNICATION SKILLS (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 ECFE into the school district F <input type="checkbox"/> S <input type="checkbox"/>	Works regularly with advisory council to integrate ECFE 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
	Absences or tardiness negatively affect learning due to frequency, lack of preparation or both 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"/>
	Attire may be inappropriate F <input type="checkbox"/> S <input type="checkbox"/>	Appropriate attire F <input type="checkbox"/> S <input type="checkbox"/>	
	Family 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 (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Informing and Engaging Families	Below Standard	Meets Standard	Exceeds Standard
	Provides minimal information to parents F <input type="checkbox"/> S <input type="checkbox"/>	Provides information to parents about citywide programming and advisory council activities F <input type="checkbox"/> S <input type="checkbox"/>	Provides frequent information to parents, encouraging input and participation F <input type="checkbox"/> S <input type="checkbox"/>
	Seldom follows up on absences or withdrawals from the program F <input type="checkbox"/> S <input type="checkbox"/>	Follows up when families have poor attendance or leave the program F <input type="checkbox"/> S <input type="checkbox"/>	Regularly monitors and communicates with families regarding their absences and/or withdrawal from the program, offering help as appropriate 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 from colleagues and supervisors 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 assesses or improves lessons to meet 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"/>
	Parent feedback is only solicited if required, and results are ignored or minimized F <input type="checkbox"/> S <input type="checkbox"/>	Parent feedback is used to make instructional decisions F <input type="checkbox"/> S <input type="checkbox"/>	A variety of parent feedback is sought and effectively used by parent educator 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
	Impedes the process of team or departmental meetings F <input type="checkbox"/> S <input type="checkbox"/>	Works effectively as a member of site team F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership as needed within site team F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely collaborates with specialists F <input type="checkbox"/> S <input type="checkbox"/>	Effectively collaborates with specialists (i.e., ECSE) F <input type="checkbox"/> S <input type="checkbox"/>	Seeks specific help from specialists F <input type="checkbox"/> S <input type="checkbox"/>
	Tends to be isolated or avoids professional discussions 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"/>
	The parent educator is often absent during or uninvolved in the parent-child interaction F <input type="checkbox"/> S <input type="checkbox"/>	The Parent Educator and Early Childhood work together throughout parent-child interaction F <input type="checkbox"/> S <input type="checkbox"/>	The Parent Educator and Early Childhood coordinate goals and content of parent-child interaction and the parenting discussion on a regular basis 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)

SKILL AREA	PERFORMANCE LEVEL		
Lead Teacher Responsibilities	Below Standard	Meets Standard	Exceeds Standard
<p>This Section is Not Applicable:</p> <p style="text-align: center;">N/A <input type="checkbox"/></p>	<p>Inconsistently facilitates staff meetings</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates consistent staff meetings in accordance with program standards</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates exceptionally effective staff meetings</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>There is no site advisory council</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Responsive to working with the advisory council</p> <p style="text-align: center;">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 style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>The processing of program paperwork is inaccurate and/or consistently late</p> <p style="text-align: center;">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 style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	
	<p>Is inefficient and irresponsible in fiscal management</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Monitors the site budget in a fiscally efficient and responsible manner</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Seeks out additional revenues and resources to add to the budget</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Rarely takes leadership in problem solving or design of program systems</p> <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Rarely communicates with principal or landlord</p> <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>

Notes:



**STANDARDS OF EFFECTIVE PERFORMANCE FOR
EARLY CHILDHOOD FAMILY EDUCATION PARENT EDUCATOR**

SUMMARY EVALUATION

Please rate the overall performance of _____
Early Childhood Family Education Parent Educator

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/Administrator

Date: _____

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

Signed: _____
Early Childhood Family Education Parent Educator

Date: _____

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008