PUEBLO CITY SCHOOLS

INSTRUCTIONAL SUPPORT AND EDUCATIONAL ACCOUNTABILITY

Performance Review for Early Childhood Educator

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| Name/Signatures | Performance Rating | Cycle of Evaluation |
| Employee’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Building administrator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Building administrator’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Early Childhood Department Contact Person:Darlene Bermudez, Early Childhood Department SpecialistDepartment Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Position: Early Childhood EducatorSchool: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Probationary? □ Yes □ NoOverall Performance Rating: □ Above Expectations □ Satisfactory Performance Plus □ Satisfactory Performance □ Needs Improvement □ Unsatisfactory | Traditional Calendar **□** From: August 10, 2020To: June 4, 2021 |
| Please complete this form typewritten or printed in ink. After the performance review has been prepared by the building administrator, the results must be discussed with the Early Childhood Educator (ECE). Forms must be signed by the building administrator or designee.The ECE’s signature indicates the performance review has been discussed with the supervisor (building administrator or designee.) An ECE who does not concur with the evaluation may indicate his/her disagreement next to his/her signature. Please contact the Early Childhood Department to secure department signature prior to sending the original signed copy to Human Resources for filing in the ECE’s personnel file. A duplicate copy is to be given to the ECE and to the supervisor at the time of the evaluation. |
| It is understood that completed evaluations be made available to review by top division administrators.This Performance Review has been discussed with my supervisor.Early Childhood Educator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**Early Childhood Educator Practices / Quality of Work:** The Early Childhood Educator is responsible for ensuring that developmentally appropriate practices occur through “active learning experiences” in compliance with the Colorado Quality Standards for Early Childhood programs.

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|   | EVALUATION | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory (1.5 – 2.0) |  | Strength (2.1 -3.0) |  |
| I. The Early Childhood Educator demonstrates knowledge in the areas of: Social/Emotional development, cognitive play levels, pre-academic readiness skills, language and literacy development and mathematical development in young children. This knowledge is seen in the lessons planned and the in the daily interactions held between Educator and children. |  |  |  |  |  |  |
| 2. The Early Childhood Educator implements professional development (PD) by providing daily activities aligned to the Colorado Academic Standards utilizing the adopted preschool curriculum. The Early Childhood Educator works with Preschool Coaching staff to implement PD learning, i.e., use of journals, surveys, checklists and walkthrough logs. |  |  |  |  |  |  |
| 3. The Early Childhood Educator demonstrates skills such as speaking with individual children at eye level, actively engaging with children during "work time" and facilitating problem solving. |  |  |  |  |  |  |
| 4. The Early Childhood Educator engages children in multiple conversations throughout the day, asking open-ended questions, listening to children's expressions, and using unfamiliar vocabulary while fast mapping words for understanding.  |  |  |  |  |  |  |
| 5. The Early Childhood Educator engages children in numerous opportunities to develop number sense, geometry and measurement throughout the preschool day. |  |  |  |  |  |  |
| 6. The Early Childhood Educator observes and documents student growth and progress using a variety of assessment data (TS Gold, Dial Screener, & the CO Academic Standards Scope and Sequence) including parent input. Current and ongoing data is entered into TS Gold and checkpoints are completed on time. |  |  |  |  |  |  |
| 7. The Early Childhood Educator sets and monitors appropriate goals of student growth in the areas of literacy and mathematics. These goals and current assessment data are reviewed regularly during PLC's and are reported three times a year (TS Gold checkpoints). Parents receive individual student data at parent/teacher conferences. |  |  |  |  |  |  |
| 8. The Early Childhood Educator ensures developmentally appropriate practices are applied throughout the daily schedule utilizing an active learning approach during small and large group instruction. A scheduled block of I hour child choice time/ "work time" and a minimum of 30 minutes outdoor time is required daily. (Full day programs require TWO I hour blocks of "work time" and 60 minutes of outdoor time). |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) |

 **Total Points for Early Childhood Educator Practices/Quality of Work………………………………………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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**Initiative:** The Early Childhood Educator is responsible for overall classroom management and student learning opportunities. The Early Childhood Educator ensures concepts being taught are embedded with the learning environment. The Early Childhood Educator functions as a team member, communicates expectations effectively, offers solutions for work problems, takes action for self-improvement, and completes job related tasks.

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|   | EVALUATION | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory (1.5 – 2.0) |  | Strength (2.1 -3.0) |  |
| 1. The Early Childhood Educator orchestrates all aspects of classroom management including but not limited to: preparing room for daily activity, planning transitions between activities, sanitizing materials, "staging" learning areas, and closing down the classroom. |  |  |  |  |  |  |
| 2. The Early Childhood Educator is an active, collaborative partner in all aspects of the day-to-day classroom functions including but not limited to: timely and open communication, sharing of work load and responsibilities, anticipating program needs, etc. |  |  |  |  |  |  |
| 3. The Early Childhood Educator functions as a team member and facilitates and participates in the design of in-depth lesson planning. Early Childhood Educator is able to structure activities with student strengths, interests, and needs in mind. |  |  |  |  |  |  |
| 4. The Early Childhood Educator uses PLC's and planning time to discuss and evaluate individual student and group learning opportunities which have occurred within the classroom and during outdoor time. |  |  |  |  |  |  |
| 5. The Early Childhood Educator emphasizes conceptual rather than rote learning. "Does it promote or is it rote?" |  |  |  |  |  |  |
| 6. The Early Childhood Educator collaborates with Exceptional Student Services staff to meet the goals and objectives of children on Individual Education Plans (IEP's). |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) |

 **Total Points for Early Childhood Educator Initiative ………………………..………………………………………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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**Professional Responsibility:** The Early Childhood Educator demonstrates understanding of job responsibilities and models appropriate team leadership skills, is dependable and punctual, is appropriate in appearance and observes established safety and health standards.

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|   | EVALUATION | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory (1.5 – 2.0) |  | Strength (2.1 -3.0) |  |
| 1. The Early Childhood Educator has a working knowledge of the Colorado Early Childhood Standards, and incorporates these standards into written weekly lesson plans. |  |  |  |  |  |  |
| 2. The Early Childhood Educator demonstrates punctuality and fulfills an eight-hour workday. (ECE completes work 4 day week, working one Friday per month)  |  |  |  |  |  |  |
| 3. The Early Childhood Educator demonstrates professional courtesy and responsibility by contacting team members in a timely manner in the event of an absence. The Early Childhood Educator additionally takes appropriate measures to ensure her position is covered, and follows building procedures as indicated by the school principal. |  |  |  |  |  |  |
| 4. The Early Childhood Educator communicates with team and building principal before scheduling field trips, parent events, parent/teacher conferences, etc. |  |  |  |  |  |  |
| 5. The Early Childhood Educator submits requests for time off and/or schedule modifications to principal in a timely manner. |  |  |  |  |  |  |
| 6. The Early Childhood Educator follows procedures to ensure the health and safety of all children by taking personal responsibility to maintain and renew all required certificates to include, but not limited to Standard precautions, CPR and first aid, and annual 15 hours of continuing education. The Early Childhood Educator is proactive in her responsibility to maintain site-licensing requirements of the classroom. |  |  |  |  |  |  |
| 7. The Early Childhood Educator follows District No. 60 policy, and state and federal regulations in regard to race, ethnicity, special needs, and confidentiality of all students and families. |  |  |  |  |  |  |
| 8. The Early Childhood Educator acknowledges the importance of language development by modeling the appropriate use of grammar with children, parents, colleagues and administrators. |  |  |  |  |  |  |
| 9. The Early Childhood Educator demonstrates professionalism by communicating effectively with colleagues, parents and administrators, and by conforming to district standards for professional attire. |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) |

 **Total Points for Early Childhood Educator Professional Responsibility ……………………………………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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**Professional Relationships:** The Early Childhood Educator works cooperatively with parents, colleagues, and administrators. The Early Childhood Educator recognizes the needs of young children and interacts with all stakeholders in a spirit of respect, courtesy, and confidence.

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|   | EVALUATION | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory (1.5 – 2.0) |  | Strength (2.1 -3.0) |  |
| **A. Children:** |  |  |  |  |  |  |
| 1. The Early Childhood Educator demonstrates a genuine concern for the well-being of children. The ECE is responsive, friendly, and positive when addressing children in a preschool setting. The Early Childhood Educator calls children by name and often is positioned at eye level when speaking with children. |  |  |  |  |  |  |
| 2. When necessary, the Early Childhood Educator ensures that adaptations in the environment are made in order to meet children's individual needs. The daily schedule and classroom activities are modified accordingly. |  |  |  |  |  |  |
| 3. The Early Childhood Educator actively engages in student learning opportunities, and models appropriate developmental skills such as cooperative play involving role assignments, expanded use of materials, etc. |  |  |  |  |  |  |
| 4. The Early Childhood Educator responds to children's needs and models appropriate problem solving strategies such as taking turns, talking to solve problems, breathing techniques, cooperating, and brainstorming solutions. |  |  |  |  |  |  |
| **B. Parents/Colleagues/ Administrators:** |  |  |  |  |  |  |
| 5. The Early Childhood Educator works to establish positive relationships with parents, colleagues, and administrators. The Early Childhood Educator supports this goal by ensuring that well planned parent participation activities occur consistently. The Early Childhood Educator is responsible for conducting one initial (yearly) home visit or parent orientation, 3 Family Partnerships Events (FPE's), 2 parent/teacher conferences annually AND transition activities for students moving on to kindergarten. This work is developed in collaboration with colleagues and communicated to administrators in a timely manner |  |  |  |  |  |  |
| 6. The Early Childhood Educator communicates effectively with parents and colleagues. The Early Childhood Educator informally shares relevant information regarding children's progress in daily interactions.  |  |  |  |  |  |  |
| 7. The Early Childhood Educator demonstrates accountability in maintaining professional relationships by treating others with respect, and resolving conflicts with tolerance and compromise. |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) |

 **Total Points for Early Childhood Educator Professional Relationships ……………………..……………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** | **POINTS** |
| **Early Childhood Educator Practices / Quality of Work** |  |
| **Initiative** |  |
| **Professional Responsibility** |  |
| **Professional Relationships** |  |
|  **TOTAL EVALUATION POINTS**  |  |
| **OVERALL EVALUATION RATING** (TOTAL POINTS DIVIDED BY 30) |  |

**Overall Evaluation Rating Score Criteria: Total Scores Are Not “Rounded Up”**

An Overall Evaluation Rating of 3 indicates the individual is performing *Above Expectations* in all areas. The individual will identify a focus for professional development for the following year, based on areas of interest and/or developing expertise.

An Overall Evaluation Rating of 2.51-2.99 indicates *Satisfactory Plus* performance where the individual demonstrates above expectations in a few areas. The individual will set professional development goals based on identified areas within the evaluation to focus on for the following year.

An Overall Evaluation Rating of 2.0 – 2.5 indicates *Satisfactory* performance, overall. The individual will set professional development goals based on identified areas within the evaluation to focus on for the following year.

An Overall Evaluation Rating of 1.5-1.99 indicates an overall rating of *Performance Needs Improvement*. The evaluator(s) and the individual will jointly develop a plan to address no more than three (3) items to improve in order for the individual to move toward a *Satisfactory* performance rating.

An Overall Evaluation Rating of <1.5 indicates overall *Unsatisfactory* performance. The individual may be placed on an improvement / remediation plan or may face other action (s) as deemed appropriate by the evaluator (s).

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**Memorandum of Understanding**

**Regarding the Appraisal Process**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have reviewed the Performance Appraisal document for

 *(name)*

Early Childhood Educators on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I understand that the appraisal process is ongoing and commences from the first day

 *(date)*

indicated on my work schedule/calendar year. I understand that the final Performance Review evaluation is based on formal and informal measures and that my final Performance Review will be based on input from both the Building Administrator and the Early Childhood Program Administrator/Designee.

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