

ECE PROFESSIONAL PERFORMANCE EVALUATION

EMPLOYEE: _____

SUPERVISOR: _____

DATE OF EVALUATION: _____

EVALUATION COMPLETED BY: _____

INSTRUCTIONS:

The following performance evaluation has a list of behaviors for child care providers. For each of the behaviors, circle the letter that you think best describes the performance of the employee.

- A. The employee has considerable difficulty with this job behavior.
- B. The employee has some difficulty with this job behavior.
- C. The employee does this with no difficulty or problem.
- D. The employee is a role model or mentor for other employees in this job behavior.

Example: Suppose the behavior is "Greets everybody by name." If the employee has some trouble with this behavior, you would circle B.

* If the performance of an employee is at the A or B level, the performance should be documented and corrective action should be taken as soon as possible. Corrective action should always stay focused on the behavior and not the employee.

* If the performance of an employee is at the D level, the performance should be documented and immediate feedback given to the employee.

The following behaviors are the most critical as determined by the job analysis. If other behaviors are considered as critical, they can be added to this evaluation.

ABILITY TO CARE FOR & INTERACT WITH CHILDREN

- 1. Provides and maintains a safe environment for children at all times.
A B C D
- 2. Understands and applies child development to situations.
A B C D
- 3. Effectively works with all age levels.
A B C D
- 4. Learns about children and their families to better handle situations and problems.
A B C D
- 5. Guides and redirects children in a positive way.
A B C D
- 6. Uses age appropriate rules and language.
A B C D
- 7. Consistently applies rules.
A B C D
- 8. Quickly determines how to help a child with a problem.
A B C D
- 9. Always looks at what is best for the individual child.
A B C D
- 10. Teaches self-reliance to children.
A B C D
- 11. Helps children to build self esteem.
A B C D

- 12. Helps children to make good choices.
A B C D
- 13. Stays sensitive and deals with children with disabilities
A B C D

ABILITY TO DEAL EFFECTIVELY WITH BEHAVIORAL PROBLEMS OF CHILDREN

- 14. Offers children help if they are frustrated or having problems.
A B C D
- 15. Effectively uses steps to solve and avoid behavioral problems.
A B C D
- 16. Effectively models ways of handling anger and frustration.
A B C D
- 17. Listens to each child's version of disagreement.
A B C D
- 18. Uses guidance, redirection, and understanding rather than discipline.
A B C D
- 19. Quickly assesses if a child is a danger to themselves or others.
A B C D
- 20. Discusses and helps children deal with anger and grief.
A B C D
- 21. Gives children ideas on how they could better handle situations.
A B C D
- 22. Re-enforces positive behavior.
A B C D

ABILITY TO FOLLOW AND USE LESSON PLANS

- 23. Maintains and follows current lesson plans and goals.
A B C D
- 24. Adjusts to changing lesson plans.
A B C D
- 25. Identifies possible problems or problems with lesson plan and changes when needed.
A B C D
- 26. Obtains and sets up materials for lesson plan
A B C D
- 27. Matches the lesson plan with the age, skill, developmental level of children.
A B C D
- 28. Stays aware of each child's learning speed and style.
A B C D
- 29. Sets age appropriate skills.
A B C D
- 30. Effectively plans each day.
A B C D

31. Comes to class prepared.
A B C D
32. Has classroom materials ready at all times.
A B C D

ABILITY TO TEACH CLASSES

33. Maintains clean, safe, and orderly areas.
A B C D
34. Effectively uses learning and teaching aids.
A B C D
35. Creates challenges for children
A B C D
36. Maintains control of classroom, activities, play and other situations at all times.
A B C D
37. Develops strategies to keep control of situations.
A B C D
38. Maintains appropriate time slot activities for each age group.
A B C D
39. Spaces out activities in the classroom (teacher/child directed activities).
A B C D
40. Effectively plans and executes transition from one activity to another.
A B C D
41. Picks the appropriate activity level for children.
A B C D
42. Monitors and stays aware of what is going in the classroom at all times.
A B C D
43. Rephrases instructions if child does not understand the first time.
A B C D
44. Supervises outdoor play and other activities.
A B C D

ABILITY TO INTERACT WITH PARENTS

45. Effectively greets parents and visitors.
A B C D
46. Maintains effective communication with parents.
A B C D
47. Immediately documents child's unacceptable behaviors.
A B C D
48. Determines when to approach parent about child's behavior problem.
A B C D
49. Provides parents with information on child's problem.
A B C D
50. Maintains privacy and confidentiality at all times.
A B C D
51. Effectively deals with parent complaints.
A B C D
52. Remains neutral in disputes and custody suits.
A B C D
53. Effectively participates in parent meetings.
A B C D

ABILITY TO WORK IN A TEAM SETTING

54. updates supervisor as soon as possible if employee might be late or unable to come in.
A B C D
55. Maintains and promotes team work with all staff.
A B C D
56. Maintains good rapport with director and other staff.
A B C D
57. Helps and supports new staff.
A B C D
58. Takes on new extra tasks when needed.
A B C D
59. Accurately fills out all forms.
A B C D
60. Prepares and maintains accurate anecdotal records.
A B C D

INDIVIDUAL JOB BEHAVIOR

61. Stays open to constructive criticism and suggestions.
A B C D
62. Quickly and effectively deals with unexpected situations and problems.
A B C D
63. Takes training and seeks out opportunities to learn new procedures, policies, materials, etc.
A B C D
64. Effectively organizes and prioritizes work.
A B C D
65. Maintains a positive and professional attitude at all times.
A B C D
66. Comes to work on time, and ready to work.
A B C D
67. Effectively handles stress and stressful situations.
A B C D
68. Seeks and asks for help if needed.
A B C D
69. Schedules time off within benefit parameters.
A B C D