

HORIZON SCHOOL DIVISION

**Employee Evaluation: Pre-Kindergarten
Early Learning Educator**

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

Reason for evaluation:

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the Early Learning Educator Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

Early Learning Educator – Quality Standards

The Early Learning Educator will be evaluated within four performance areas: Organization and Preparation, Interpersonal Skills and Professional Attributes, Program Delivery, Service Delivery of Students, and.

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation.

This document sets out four performance areas. The key indicators for each performance area identify the activities that Early Learning Educators undertake as they go through their day-to-day work. The descriptors support the key indicators, though evidence of all descriptors would not be expected at all times.

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The Early Learning Educator demonstrates evidence of effective organization and preparation

DESCRIPTORS:

	Proficient	Needs Improvement	Not Applicable
• Arrives on time and is prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models and utilizes time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plan daily activities to meet the interests and developmental needs of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain an organized classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Direct EL staff in their daily responsibilities eg. set up , clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Gather and prepare materials prior to program time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Manage program budget for consumable supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The Early Learning Educator demonstrates effective interpersonal skills and professional attributes.

DESCRIPTORS:

	Proficient	Needs Improvement	Not Applicable
• Respects the dignity and rights of students, parents/guardians, staff and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Creates a welcoming environment for parents, fostering positive relationships and conversations regarding their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Takes initiative and demonstrates confidence in role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains a high standard of confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains appropriate personal hygiene and appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models appropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works as a TEAM under the direction of Early Learning Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates effectively and through the proper channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Participates in staff professional development days, training or seminars as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: PROGRAM DELIVERY

KEY INDICATOR: The Early Learning Educator demonstrates effective program delivery.

DESCRIPTORS:

	Proficient	Needs Improvement	Not Applicable
• Implement best practices for early learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apply Hanen strategies in planning and delivering programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Create a positive responsive learning environment for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attend training workshops and sessions, as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Promote Early Learning programs positively in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate regularly with parents face to face, through calendars/newsletters, parent boards etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: SERVICE DELIVERY OF STUDENTS

KEY INDICATOR: The Early Learning Educator demonstrates evidence of effective service delivery of students.

DESCRIPTORS

	Proficient	Needs Improvement	Not Applicable
• Ensure the EL staff is aware of the learning goals for all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ensure the safety and well being of students at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Participate in ELP meetings to set, review and revise goals for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ensure implementation of strategies outlined in Individual Early Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work collaboratively with Learning Support teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work collaboratively with multi-disciplinary team (SLP, OT, PT, Behaviour Consultant, Low Incidence team)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate regularly with LST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates a basic understanding of speech and language development and implementing support processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Awareness of children's' unique medical needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DECISION

- Completed probationary process. Overall is meeting the expected performance areas.
- Recommendation for termination

EVALUATOR'S COMMENTS

Support Staff Signature
(acknowledging receipt of report)

Date

Support Staff Supervisor Signature

Date

School Administrator/Facility Supervisor Signature

Date

- | |
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| <ul style="list-style-type: none">• Original copy goes to Human Resources for employee's file• Copy to Employee• Copy to Principal/Designate or Supervisor |
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