

LETHBRIDGE SCHOOL DIVISION

402.11.2.29 Early Learning Educator Evaluation Form

# Section One Steps for Completion

1. Evaluation is completed by supervisor with input from school(s) and HR is consulted if there are concerns.
2. Evaluation is signed off by supervisor and school administrators(s).
3. Supervisor meets with employee to review evaluation.
4. A copy of the evaluation is provided to the employee, school administrator(s), and supervisor. HR is given the original document.

# Section Two Introduction

Name

Location

Start Date for Current Position

Evaluator

Date

*Reason for evaluation:*

Evaluation process for employees new to the Division or position (indicate period below).

6 Month Evaluation  10 Month Evaluation

5 Year Evaluation.

Employee request.

Employee has not developed and implemented a Growth Plan.

# Section Three Early Learning Educator Quality Standards Form

In accordance with the expectations of Division Administrative Assistant position, the employee will be evaluated within the following areas:

* All areas should be marked as meeting (M) the standard, not meeting (N/M) the standard, or not applicable (N/A). For the purposes of this form, “meeting” describes job performance that meets the standard of performance in each area. Where areas of “not meeting” standards are identified, a comment must be made.
* All marked deficiencies must be accompanied by supporting documentation.

**1. DIRECT SERVICE DELIVERY TO STUDENTS AND FAMILIES**

M N/M

Develops and delivers a program that is child centered, play-based and developmentally appropriate focussing on children with identified needs.

Strong knowledge of child development and the ability to contribute to and scaffold children’s learning, growth and development.

Works collaboratively in the development, implementation and monitoring of the IPP goals as developed by the Learning Support Teacher and/or other professionals involved (i.e. Speech Language Pathologists, Occupational Therapists, Physiotherapist, Behavior Specialist, School Division Psychologists.)

Ability to work with children with diverse backgrounds and abilities toward accomplishing their educational and developmental goals in inclusive ways.

Advocates on behalf of children, and, under the direction of the teacher; assists with modification to the program to meet the needs of individual children.

Demonstrates knowledge and understanding of speech and language development.

Provides engaging indoor and outdoor activities to facilitate creative play, inquiry, motor skill development, communication, social skills, early literacy, and numeracy, etc.

Build children’s social/emotional development through positive guidance and nurturing.

Remains current with effective, evidence-based early childhood practices.

Utilizes community resources to support children and families.

COMMENTS:

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**2. PROGRAM OPERATIONS AND MANAGEMENT**

M N/M

Provides leadership, in conjunction with the Learning Support Teacher, to educational assistants as it pertains to daily programming.

Supports educational assistants to ensure the implementation of appropriate strategies that enhance children’s development and if applicable, theirindividualized programing goals.

Ensures the safety of children at all times.

Has the ability to organize tasks and manage time to meet many and varied needs.

Participates in all consultative team meetings.

Maintains a daily plan that reflects the programming activities of each day.

Works collaboratively with the School Principal and Learning Support Teacher to schedule, timetable, and delegate staff responsibilities.

Leads collaborative time with educational assistants regarding programming.

Attends training seminars and sessions as required.

Performs administrative duties as required such as attendance, parent communication, and provides input for evaluation of educational assistants.

Provides information on programming and activities on a regular basis to school principal and Learning Support Teacher.

Working knowledge of technology to assist in communication with staff and parents, as well as technology that may support the learning/communication for children within programming.

Carries out directions and duties as assigned/required; including other related duties.

COMMENTS:

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**3. RELATIONSHIP BUILDING**

M N/M N/A

Participates in school-based activities and events as appropriate.

Actively promotes parental involvement.

Serves as a strong role model in terms of learning and development for young children, families and staff.

Establishes meaningful and responsive relationships with all children in the program.

Establishes effective and professional working relationships with the early education team.

COMMENTS:

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1. **COMMUNICATION**

M N/M

Direct and ongoing communication with parents/families.

Promotes a sense of team and belonging by using regular communication to home through items such as newsletters, communication apps, etc.

Maintains confidentiality related to Division students and staff.

COMMENTS:

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**5. PERSONAL/PROFESSIONAL QUALITIES**

M N/M

Builds positive school wide interpersonal relationships (with the Support staff, teachers, student(s), public; includes dealing with conflict).

Exhibits behaviours of a team player (with the Support team, the school, the community, and the Division).

Demonstrates the ability to communicate effectively and appropriately.

Ability to resolve conflict effectively. (Reference: [Employee Code of Conduct Appendix A 400.1](https://www.lethsd.ab.ca/download/187241))

Uses time effectively (include attendance, punctuality, setting of priorities, keeping to schedules).

Takes initiative (self-directed, takes charge of assigned tasks, requires minimum supervision).

Maintains appropriate personal hygiene and appearance.

COMMENTS:

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**6. TIME MANAGEMENT**

Attendance report attached and reviewed

M N/M

Attends regularly, with no incidental (1-2 per month) absences or patterns.

Sets priorities in collaboration with teacher(s) and administration.

Uses time effectively.

Follows assigned schedule with no incidents of arriving late, extending of breaks or leaving early.

COMMENTS:

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# 7. DECISION

Recommend proceeding to 10-month probationary evaluation.

Completes probationary process.

Improvement plan implemented.

Employee returns to Growth Plan process.

Employee must submit a Growth Plan within one month.

# 8. EVALUATOR’S COMMENTS

COMMENTS:

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# 9. EMPLOYEE’S COMMENTS

COMMENTS:

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***As Early Childhood Coordinator, I have read and approve this evaluation.***

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Early Childhood Coordinator Signature Date

***As Principal, I have provided feedback and approve this evaluation.***

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Principal’s Signature Date

After this evaluation has been signed by the Principal and Early Childhood Coordinator, the following signatures are necessary upon review:

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Vice Principal (if applicable) Date

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Employee’s Signature Date

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Reviewed by Human Resources Date

* Copy to Employee
* Copy to Principal/Designate or Supervisor
* Original copy goes to Human Resources for employee’s file