

Personnel Evaluation

Personnel Name _____ Evaluation Period _____

Evaluator Name _____

Key-- How often observed: A=Always S=Sometimes R=Rarely

| Core Competency: Child Growth and Development | A | S | R |
|---|-----|-----|-----|
| 1. Understand developmental levels, changes, and individual differences in children | [] | [] | [] |
| 2. Provides developmentally appropriate activities | [] | [] | [] |
| 3. Encourages independence and self-help skills | [] | [] | [] |
| 4. Provides opportunities for children to learn through play | [] | [] | [] |
| 5. Engages in appropriate conversations and interactions | [] | [] | [] |

Examples of behaviors observed:

| Core Competency: Health, Safety, and Nutrition | A | S | R |
|---|-----|-----|-----|
| 1. Identifies and corrects safety matters | [] | [] | [] |
| 2. Follows appropriate procedures for emergencies | [] | [] | [] |
| 3. Remains calm in tense situations | [] | [] | [] |
| 4. Helps children practice appropriate handwashing techniques | [] | [] | [] |
| 5. Observes children daily for signs of illness and responds appropriately | [] | [] | [] |
| 6. Ensures attentive, continuous supervision of children | [] | [] | [] |
| 7. Monitors and corrects staff/child ratios both indoors and outdoors | [] | [] | [] |
| 8. Knows and maintains state Licensing requirements | [] | [] | [] |
| 9. Practices healthy food and physical activity choices for self and children | [] | [] | [] |
| 10. Recognizes health hazards in meals and takes steps to prevent dangerous situations (choking, allergies, etc.) | [] | [] | [] |

Examples of behaviors observed:

Core Competency: ***Child Observation and Assessment***

A S R

- | | | | |
|---|-----|-----|-----|
| 1. Regularly observes children to meet individual needs | [] | [] | [] |
| 2. Ensures confidentiality between the program and the child's family | [] | [] | [] |
| 3. Assists in maintaining accurate program records | [] | [] | [] |

Examples of behaviors observed:

Core Competency: ***Family and Community Partnerships***

A S R

- | | | | |
|--|-----|-----|-----|
| 1. Is available to and approachable with families | [] | [] | [] |
| 2. Listens and responds well to families | [] | [] | [] |
| 3. Is tactful with sensitive information and maintains confidentiality | [] | [] | [] |
| 4. Respects the family as the primary caregiver and educator | [] | [] | [] |
| 5. Seeks a partnership with families | [] | [] | [] |
| 6. Respects family diversity and cultural differences | [] | [] | [] |
| 7. Greets all families and engages in positive communication daily | [] | [] | [] |

Examples of behaviors observed:

Core Competency: ***Learning Environment and Curriculum***

A S R

Learning Environment

- | | | | |
|---|-----|-----|-----|
| 1. Creates and maintains an inviting learning environment | [] | [] | [] |
| 2. Creates a learning environment based upon the observed individual Interests and needs of children in care | [] | [] | [] |
| 3. Is flexible and responsive to children's interests | [] | [] | [] |

Curriculum

- | | A | S | R |
|---|----------|----------|----------|
| 1. Plans activities based upon the observed individual interests and needs of children in care | [] | [] | [] |
| 2. Follows a daily schedule while being flexible and responsive to children's needs and interests | [] | [] | [] |

Method

- | | A | S | R |
|--|----------|----------|----------|
| 1. Selects appropriate activities that encourage children to explore the environment | [] | [] | [] |
| 2. Utilizes opportunities in the everyday environment to help children learn | [] | [] | [] |
| 3. Provides children with a choice of activities | [] | [] | [] |
| 4. Realizes that working with materials to create is more important than what is created | [] | [] | [] |
| 5. Participates in conversations with children | [] | [] | [] |
| 6. Plans and utilizes fun and interesting activities to transition between one activity and the next | [] | [] | [] |

Examples of behaviors observed:

Core Competency: ***Interactions with Children***

- | | A | S | R |
|--|----------|----------|----------|
| 1. Ensures that observation and interactions with children are the primary focus | [] | [] | [] |
| 2. Creates and maintains an emotionally and physically safe environment | [] | [] | [] |
| 3. Limits adult interventions in children's problem solving | [] | [] | [] |
| 4. Avoids stereotyping and labeling | [] | [] | [] |
| 5. Reinforces positive behavior | [] | [] | [] |
| 6. Provides an appropriate role model | [] | [] | [] |
| 7. Anticipate problems and redirects | [] | [] | [] |
| 8. Utilizes positive guidance and avoids punishment | [] | [] | [] |
| 9. Interacts with children at children's eye level | [] | [] | [] |
| 10. Uses a controlled, appropriate voice | [] | [] | [] |
| 11. Shows respect for children and families | [] | [] | [] |

Examples of behaviors observed:

Core Competency: **Program Planning, Development, and Evaluation**

A S R

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Follows the program philosophy and mission statement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Looks for ways to improve the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provides materials for all key experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is prepared for the day's activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Participates in program assessment and goal implementation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Examples of behaviors observed:

Core Competency: **Professionalism and Leadership**

A S R

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Arrives on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is reliable in attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Gives ample notice for absences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Maintains a neat appearance, clean and odor-free | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Displays a positive attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is friendly and respectful with coworkers, children, and families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Strives to assume a fair share of the work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Communicates directly and avoids gossip | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Approaches constructive input with a learning attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Sets education and training goals for professional development plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Examples of behaviors observed:
