



PERFORMANCE APPRAISAL – DESIGNATED EARLY CHILDHOOD EDUCATOR

****CONFIDENTIAL WHEN COMPLETED****

Home School:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The following section describes the "Roles and Responsibilities" for all Designated Early Childhood Educators organized under the following headings:

Knowledge and Professional Practice

- Demonstrates a deep knowledge of the Full Day Early Learning-Kindergarten Program document, Ministry of Education, 2016
- Effectively co-facilitates a play-based model by having students demonstrate learning by saying, doing, and representing
- Confidently verbalizes the goal of a learning centre, how it will be assessed, and what materials were selected to achieve the goal
- While children play, demonstrates the roles of observer, materials manager, and participant
- Interacts with children through effective "responding", "challenging" and "extending"
- Maintains and updates skills relevant to early learners
- Communicates clearly verbally and non-verbally with an awareness of audience and purpose
- Demonstrates reliability, flexibility, dependability and punctuality
- Utilizes resources effectively and efficiently
- Uses appropriate planning tools and class profiles

Planning and Assessment

- Documents student learning effectively using a variety of tools and techniques suitable for Kindergarten children (at a glance sheets, photographs, video, class profiles)
- Observes and documents learning in a play-based environment
- Communicates assessments and observations effectively with FDK team member
- Uses assessments as foundation for planning

Performance Indicators	RATING		Comments and/or suggestions for improvements must be made for all unsatisfactory ratings.
	Unsatisfactory	Satisfactory	
Knowledge and Professional Practice			
Demonstrates a deep knowledge of the <i>Full-Day Early Learning-Kindergarten Program document, Ministry of Education, 2016</i> .	☐	☐	
Effectively co-facilitates a play-based model by having students demonstrate learning by saying, doing, and representing.	☐	☐	
Can verbalize the goal of a learning centre, how it will be assessed, and what materials were selected to achieve the goal.	☐	☐	
While children play demonstrates 3 roles of observer, materials manager and participant.	☐	☐	
Interactions with children characterized by effective “responding”, “challenging” and “extending”.	☐	☐	
Maintains and updates skills relevant to early learners.	☐	☐	
Demonstrates reliability, flexibility, dependability and punctuality.	☐	☐	
Utilizes resources effectively and efficiently.	☐	☐	
Uses appropriate planning tools and class profiles.	☐	☐	
Applies appropriate behaviour management techniques with individuals, small groups and large groups.	☐	☐	
Planning and Assessment			
Documents student learning effectively using a variety of tools and techniques suitable for Kindergarten children (at a glance sheets, photographs, video, class profiles).	☐	☐	
Observes and documents learning in a play-based environment.	☐	☐	
Communicates assessments and observations effectively with FDK team member.	☐	☐	
Uses assessment as foundation for co-planning.	☐	☐	

Interpersonal and Teamwork Skills			
Works effectively and efficiently with Kindergarten teacher to maximize their program delivery skills in a complementary way.	☐	☐	
Creates an environment that fosters open, professional communication.	☐	☐	
Demonstrates initiative, positive thinking, vision, critical thinking and sound decision making skills.	☐	☐	

**Overall
Evaluation:**

☐ **Unsatisfactory**

☐ **Satisfactory**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that they have received and reviewed a copy of this report.

CC: Personnel File; Superintendent