

# Performance Evaluation - CCC Specialist

(updated 7-2010)

Circle:      Probationary (new hire/reclass)      Year End Evaluation      Special (Pre-prob/PIP/transfer)

<b>Name:</b>		<b>Prog Year:</b>	
<b>Time In Position</b>	<input type="checkbox"/> 0-1 year	<input type="checkbox"/> 2-5 years	<input type="checkbox"/> 6-10 year <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16+ years
<b>Site</b>		<b>Region</b>	
		<b>Supervisor</b>	

**PERFORMANCE RATINGS:** Use whole numbers only except for last overall rating where you may use decimals, i.e. 3.2 etc.)

0 = Unacceptable – Demonstrates unacceptable skill and/or knowledge associated with the indicator.

1 = Limited – Demonstrates ineffective skills and/or incomplete knowledge associated with the indicator.

2 = Satisfactory – Demonstrates some skills and developing knowledge associated with the indicator.

3 = Strong – Demonstrates very good skills and solid knowledge associated with the indicator.

**\*\*\*\*\* Support any rankings of 0 or 1 with specifics and evidence\*\*\*\*\***

<b>Skill Indicator</b>	<b>Rating</b>	<b>Supporting Evidence/Comments</b>
<b>***Family Services Focus***</b>		
<b>1. Family Transition Into Program.</b>		
Participate in recruitment efforts/activities. Welcome families and share information about transitioning into Head Start. Plan and facilitate parent orientations. Actively encourage parents to participate in program activities, i.e. parent meetings, field trips, classroom help and policy council.		
<b>2. Establish Family Partnerships</b>		
Work flexible hours to meet family needs. Support families in fostering safe, healthy and nurturing home environments, demonstrating understanding of their unique needs and recognizing the challenges and issues they face. Foster partnerships by using motivational interviewing techniques and encouraging problem solving and the decision making role of families.		

<b>3. Family Partnership Goals</b>		
Assist in the development of Family Partnership Goals. Assess and monitor family goals, providing recommendations and referrals to relevant community partners. Provide health and nutrition information, assist in establishing medical and dental homes and support families in completing vaccinations, physical, dental and nutrition screenings. Promote family literacy. Work with families to establish and maintain regular attendance for their child.		
<b>4. Maintenance of Family Partnerships</b>		
Maintain monthly contacts/communication, i.e. phone calls, group activities, home visits and classroom visits. Coordinate Family activity events, assisting parents to take leadership roles. Provide content for parent newsletter, memo and flayers as needed. Provide crisis intervention as needed. Act as liaison between home and classroom, sharing information from teaching staff regarding child's classroom performance. Assist with kindergarten transition out of Head Start		
<b>5. Documentation</b>		
Document and track emergent and follow-up needs, Family Partnership Goals, health, dental, nutrition, hearing and vision concerns. Document all significant family contacts and home visits as directed. Document support consultation to teachers regarding particular concerns with families at scheduled staffing. Assist with staffing documentation. Report, document and monitor child abuse		
<b>***Classroom Focus***</b>		
<b>6. Behavior Management</b>		
Rules and expectations are clear and consistently taught and reinforced. Monitors classroom and playground areas consistently in a proactive manner to prevent problems from developing. Uses positive redirection to focus on expectations, rules, and routines.		
<b>7. Productivity</b>		
Makes use of prompts, both verbal and visual, to help children maintain success without taking time away from learning. Transitions are quick and efficient. Activities and lessons are consistently planned and prepared before class begins.		
<b>8. Instructional Learning Formats</b>		
Facilitates children's engagement in activities and lessons, encouraging participation and expanded involvement. Uses a variety of modalities (auditory, visual, and movement) to interest children and gain their participation during activities and lessons.		

<b>9. Concept Development</b>		
<p>Uses discussions and activities with children that encourage analysis and reasoning. Provides many opportunities for children to be creative and generate their own ideas and products. Provides scaffolding for children's learning by linking concepts and activities to previous learning using concepts from children's lives.</p>		
<b>10. Quality of Feedback</b>		
<p>Prompts children to explain their thinking and rationale for responses and actions, providing additional information to expand children's knowledge.</p>		
<b>11. Language Modeling</b>		
<p>Participates in frequent conversations with children, asking open-ended questions, and expanding on children's responses. Uses advanced language frequently, explaining the meaning of words and concepts to build on previous knowledge.</p>		
<b>12. Positive Climate</b>		
<p>Actively teaches and reinforces respect for all teachers and children. Uses positive communications, both verbal and non-verbal, with children and other adults.</p>		
<b>13. Teacher Sensitivity</b>		
<p>Uses effective techniques to monitor children needing extra support and assistance, being responsive to problems and concerns raised by children.</p>		
<b>14. Regard for Child Perspectives</b>		
<p>Provides consistent support for children to be autonomous; listens to children's ideas and interests. Provides many opportunities for children to talk and express their ideas. Children have frequent opportunities for freedom of movement and placement during activities and lessons.</p>		
<b>15. Curriculum/Assessment/ and Individualization</b>		
<p>Utilizes balanced curriculum plans, which reflect mandated elements and components, parental and cultural influences. Adapts curriculum to address and meet individual goals for children as identified in their individualized education plans. Establishes weekly goals that promote individual and group educational plans.</p>		

<b>16. Utilizes Information systems to support child/family and agency outcomes.</b>		
Documents baselines, ongoing assessments in Galileo according to agency benchmarks. Documents all significant classroom issues, parent/family contacts and home visits in WebCAF. Supports family service staff in documentation regarding particular concerns with families and children at scheduled staffings. Monitors, documents and reports child abuse		
<b>***Community Child Care Relationship Focus***</b>		
<b>17. Monitoring of Sites</b>		
Monitor child care sites for compliance with Head Start Performance Standards.		
<b>18. Teaming with CCC Provider Staff</b>		
Collaborate with CCC provider staff to 1) provide developmentally appropriate practices 2) provide services that benefit group needs and individual needs as specified in individualized plans 3) promote family involvement 4) provide a consistent schedule including small/large group exercise, motor activities, skill development, meals and effective transitions.		
<b>19. Training</b>		
Develop and implement training for CCC provider staff and support them in the implementation of such training. For CCC provider staff monitor attendance at trainings and ensure training rosters for CCC staff are completed.		
<b>20. Additional Job Responsibilities</b>		
Attend team meetings and trainings. Assure general maintenance of inventory for equipment and supplies for the lending library. Other duties as requested.		
<b>*****Universal Job Expectations*****</b>		
<b>21.Support of Program and Its Goals</b>		
Is able to articulate the philosophy, mission and goals of Head Start of Lane County to families and community members/partners. Supports program improvement and development.		
<b>9. Quality and Volume of Work</b>		

<p>Is accurate, neat, attentive to detail, follows procedures/policies. Demonstrates consistent work output, honors commitments, is flexible and is willing to put in extra effort.</p>		
<p><b>10.Dependability</b></p>		
<p>Demonstrates consistent attendance, punctuality and reliability. Receives approvals and gives appropriate notice for schedule changes, absences, leaves, additional hours/overtime etc</p>		
<p><b>11.Organizational Abilities</b></p>		
<p>Organizes time and priorities effectively, meets deadlines, uses time efficiently and coordinates with others, including consulting with supervisor when workloads/priorities need adjustments.</p>		
<p><b>12.Motivation/Self Monitoring/Judgment</b></p>		
<p>Is committed to job, energetic, demonstrates positive attitude and enthusiasm. Controls emotions and is able to remain calm and effective in stressful situations. Adapts to change in an effective manner, is willing to try new things. Is able to effectively resolve conflicts with staff, families and others. Uses good judgment, makes sound decisions and takes appropriate action.</p>		
<p><b>13.Internal/External Relationships</b></p>		
<p>Maintains good relationships with team, supervisor, other staff and families. Works effectively and harmoniously in a team environment. Is willing to help others.</p>		
<p><b>14.Communication</b></p>		
<p>Communications, both verbal and written are clear, and use good grammar and spelling. Ensures that all communication is respectful, tactful, purposeful and non-judgmental. Accepts and gives feedback in a positive and productive manner. Demonstrates effective listening skills, being respectful of others opinions, positions and beliefs. Demonstrates appropriate and efficient computer/technology skills and use.</p>		
<p><b>15.Cultural Competency</b></p>		
<p>Employs a culturally competent and flexible approach with staff and families from various cultural backgrounds (race, country of origin, religious beliefs, economic status, family structure etc.), by being sensitive to, acknowledging, accepting and accommodating differences.</p>		
<p><b>16.Professionalism</b></p>		
<p>Ensures family and staff confidentiality by limiting conversations about them. Maintains safety of confidential information by not leaving papers, files, electronic data accessible to others. Maintains professional boundaries in relationships with staff and families by distinguishing between others needs and one's own, guarding against abuse of power/position, sexual misconduct, and use of</p>		

inappropriate language.		
<b>17.Hygiene and Safety</b>		
Wears clothing, accessories and footwear that is appropriate to position and tasks. Assures appropriate personal hygiene, (no offensive body/breath odors, perfumes etc.). Uses safe work practices, anticipates unsafe conditions and takes appropriate action to report unsafe conditions.		

<b>Overall Rating, (add up shaded ratings only and divide by total number of shaded ratings, average may contain decimal (rounded to the nearest hundredth, ex. 2.75)</b>		**This average will be posted to staff database.
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<b>Review Profile to see if certifications are still required.</b>			
Required certifications for position have been provided/renewed at this time.	Yes	No	<b>If "No" staff person will be required to contact HR to make arrangements to comply. In certain instances there may be a consequence for non-compliance.</b>

**CCC Specialist has met 15 mandatory hours of classroom focused training. Yes \_\_\_\_\_ No\_\_\_\_\_**

**Overall Summary of Evaluation: (if a probationary review give recommendations for continued employment.)**

**Employee Feedback & Comments:**

Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- Attach professional growth plan
- Copy to employee
- Copy to supervisor working file
- Original to HR
- Do not return training rosters (you may give to the employee).