



DISTRICT SCHOOL BOARD
ONTARIO NORTH EAST

Policy No. 1.2.33
Designated Early Childhood Educators
Performance Appraisal

Section: System Policies and Procedures

Related References:

Appendices: A, B, C, D

Approved: January 15, 2013

Revised:

Review Date:

TITLE: DESIGNATED EARLY CHILDHOOD EDUCATORS
PERFORMANCE APPRAISAL

1.0 Rationale:

Based on their broad knowledge of, and experience within the school environment, teachers are responsible for the long-term planning and organization of the *Full-Day Early Learning—Kindergarten Program*. This sets the framework within which early childhood educators and teachers will work together through a holistic and integrated approach with particular emphasis on:

- jointly developing and delivering the daily activities in the classroom, including an emphasis on spontaneity to respond to the children's needs and interests;
- organizing the indoor and outdoor learning environments;
- using a repertoire of pedagogical strategies to challenge and extend children's learning;
- monitoring and assessing children's progress using observation and pedagogical documentation;
- liaising with families and the broader community;
- assisting children during daily routines.

2.0 Definitions:

Teachers

Recognizing their unique qualifications and experiences, teachers are responsible for elements of the learning-teaching process that they have under *The Education Act* and related regulations. Through their pre-service and in-service education, teachers possess a unique knowledge set related to the broader elementary program context, curriculum, assessment, evaluation and reporting, and child development. Teachers are also responsible for student learning, effective instruction, formative assessment (assessment for learning) and evaluation of the learning of the children enrolled in their classes, the management of early learning kindergarten classes and formal reporting and communication with families about the progress of their children. Teachers evaluate student learning and report to parents based on the early learning professional team's assessments

of children's progress within the context of the *Full-Day Early Learning—Kindergarten Program*.

Early Childhood Educators

Based on their unique qualifications and experiences, early childhood educators bring their knowledge of early childhood development, observation and assessment. ECEs bring a focus on age-appropriate program planning to facilitate experiences that promote each child's physical, cognitive, language, emotional, social and creative development and well-being, providing opportunities for them to contribute to formative assessment (assessment for learning) and evaluation of the children's learning. Early childhood educators will also use their knowledge base and abilities as they implement the integrated extended day.

Employee Demonstrating Unsatisfactory Performance

The employee demonstrates major weakness in the components of effective job performance, to the point where the job is not being completed adequately as defined by the Principal.

3.0 Policy:

This policy outlines a set of procedures to provide the framework for ongoing professional growth and performance appraisal of the professional practices of Designated Early Childhood Educators.

PROCEDURES:

4.0 Guiding Principles for Performance Appraisal

- 4.1 Personal professional growth is best achieved when there is a collaborative process among the parties involved.
- 4.2 The performance appraisal process must provide for consistency, fairness and equity for all Designated Early Childhood Educators.
- 4.3 Responsibilities and duties are defined in the Full-Day Early Learning- Kindergarten program document.
- 4.4 Professional Standards of Practice, Ministry of Education regulations and requirements of the Education Act, where applicable, assist in performance appraisal.

5.0 Timelines

- 5.1 Designated Early Childhood Educators (DECE) with Permanent Status - A Performance Appraisal will be conducted in the first and second year of employment. In the first year as a permanent employee, the performance appraisal will occur during the probationary period, as defined in the collective agreement. Subsequently, performance appraisals must occur once every three years. The Principal may initiate this process at any time.

6.0 Process

- 6.1 The Principal and the DECE meet to review and discuss the performance appraisal procedure. A blank copy of the *Components of Effective Job Performance Indicators* (Appendix A) will be given to the employee at this meeting so that the employee understands the performance indicators.
- 6.2 The Principal observes the DECE in his/her role as appropriate.
- 6.3 The Principal completes the *Components of Effective Job Performance Indicators* (Appendix A). Input from other sources, chosen in consultation with the employee (i.e., vice-principals, teachers, etc.), may be deemed appropriate and these people may be asked for feedback on components of the checklist.
- 6.4 The checklist forms the basis for discussion between the Principal and the DECE regarding job performance and areas of growth.
- 6.5 The Principal and the DECE meet to discuss performance and identify areas for potential growth.
- 6.6 The Principal, combining results discussed in the meeting, will complete one final copy of the *Components of Effective Job Performance Indicators* (Appendix A), including an evaluative statement in the comments section.

- 6.7 A *Growth Plan* (Appendix C) will be completed and submitted annually by the employee (incorporating feedback from the Principal) to form the basis for professional development.
- 6.8 If the employee has demonstrated acceptable performance, the employee and Principal meet one final time to review final copies of *Components of Effective Job Performance Indicators* and the *Growth Plan*. Both the employee and the Principal will sign the *Growth Plan* (Appendix C) and the *Performance Appraisal* (Appendix B). The opportunity for comments is available on the form. The report shall be placed in the DECE's official personnel file with copies to the employee and the Principal.
- 6.9 If the employee has demonstrated unsatisfactory overall performance, an *Improvement Plan* (Appendix D) must be developed and implemented within 15 days school days. Areas for growth identified on the *Improvement Plan* will be very specific and have a timeline for showing improvement.
- 6.9.1 The second appraisal will occur within 60 school days from the time the DECE was notified of review status. A re-evaluation of the areas requiring improvement will be conducted. If significant improvement has occurred, the procedure outlined in 3.8 will be followed.
- 6.9.2 If a second appraisal indicates further need for improvement, the Superintendent of Education will be notified that this stage of the process has been reached.
- 6.9.3 At this point, the Principal in consultation with the Superintendent of Education will recommend one of the following courses of action:
- additional time to implement the *Improvement Plan*
 - termination of employment

7.0 Roles and Responsibilities

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

7.1 Knowledge and Professional Practice

- 7.1.1 Demonstrates a deep knowledge of the Full-Day Early Learning-Kindergarten Program document, Ministry of Education, 2010 (draft)
- 7.1.2 Effectively co-facilitates a play-based model by having students demonstrate learning by saying, doing, and representing
- 7.1.3 Confidently verbalizes the goal of a learning centre, how it will be assessed, and what materials were selected to achieve the goal
- 7.1.4 While children play, demonstrates the roles of observer, materials manager, and participant
- 7.1.5 Interacts with children through effective "responding", "challenging" and "extending"
- 7.1.6 Maintains and updates skills relevant to early learners
- 7.1.7 Communicates clearly verbally and non-verbally with an awareness of audience and purpose
- 7.1.8 Demonstrates reliability, flexibility, dependability and punctuality
- 7.1.9 Utilizes resources effectively and efficiently
- 7.1.10 Uses appropriate planning tools and class profiles

- 7.1.11 Applies appropriate behaviour management techniques with individuals, small groups and large groups

7.2 Planning and Assessment

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

8.0 Job Performance

The following Appendix A contains the "*Components of Effective Job Performance Indicators*"

This checklist forms the basis for performance appraisal and is organized under the following headings:

- 8.1 Knowledge and Practice
- 8.2 Planning and Assessment
- 8.3 Interpersonal and Teamwork Skills

The Principal fills out the appropriate sections according to the roles and responsibilities defined for the employee's position.



Performance Appraisal - Designated Early Childhood Educator

Components of Effective Job Performance Indicators

Name: _____ School: _____

Principal's Name: _____ Date: _____

8.1 Knowledge and Professional Practice

- displays proficiency

Performance Indicators		Comments (optional)
8.1.1 Demonstrates a deep knowledge of the <i>Full-Day Early Learning-Kindergarten Program document, Ministry of Education, 2010 (draft)</i> .	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.2 Effectively co-facilitates a play-based model by having students demonstrate learning by saying, doing, and representing.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.3 Can verbalize the goal of a learning centre, how it will be assessed, and what materials were selected to achieve the goal.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.4 While children play demonstrates 3 roles of observer, materials manager and participant.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.5 Interactions with children characterized by effective “responding”, “challenging” and “extending”.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.6 Maintains and updates skills relevant to early learners.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.7 Demonstrates reliability, flexibility, dependability and punctuality.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.8 Utilizes resources effectively and efficiently.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.9 Uses appropriate planning tools and class profiles.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.1.10 Applies appropriate behaviour management techniques with individuals, small groups and large groups.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	

8.2 Planning and Assessment

- uses effective and varied assessment tools to capture student learning and uses the information to inform their planning

Performance Indicators		Comments (optional)
8.2.1 Documents student learning effectively using a variety of tools and techniques suitable for Kindergarten children (at a glance sheets, photographs, video, class profiles).	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.2.2 Observes and documents learning in a play-based environment.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.2.3 Communicates assessments and observations effectively with FDK team member.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.2.4 Uses assessment as foundation for co-planning.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	

8.3 Interpersonal and Teamwork Skills

- displays positive interpersonal skills in working with students, teachers, paraprofessionals, principals, parents and community agencies

Performance Indicators		Comments (optional)
8.3.1 Works effectively and efficiently with Kindergarten teacher to maximize their program delivery skills in a complementary way.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.3.2 Creates an environment that fosters open, professional communication.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
8.3.3 Demonstrates initiative, positive thinking, vision, critical thinking and sound decision making skills.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	



Designated Early Childhood Educator

Performance Appraisal

Date: _____

Principal's Comments:

Signature of Principal

Employee's Comments:

Signature of DECE
My signature indicates the receipt of this report.



Designated Early Childhood Educator

Performance Appraisal – GROWTH PLAN

Name: _____ Job Description: _____

Principal's Name: _____ Date: _____

<p align="center"><u>Goals</u></p> <p align="center"><i>(What do I want to achieve in this phase?)</i></p>	<p align="center"><u>Strategies to Achieve Goals</u></p> <p align="center"><i>(What will I do to make it work?)</i></p>	<p align="center"><u>Performance Indicators</u></p> <p align="center"><i>(How will I know it is working?)</i></p>	<p align="center"><u>Assessment of Progress</u></p> <p align="center"><i>(Did it work – why or why not?)</i></p>

Signature of DECE

Signature of Principal

**Designated Early Childhood Educator****Improvement Plan**

The principal will prepare an Improvement Plan for a Designated Early Childhood Educator whose appraisal has resulted in an unsatisfactory rating. The principal will take into account the DECE's input when preparing the plan. This plan must set out steps and actions that the DECE should take to improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

DECE's Last Name**DECE's First Name****Principal's Last Name****Principal's First Name****Name of School****Name of Board****Date**

Components Requiring Improvement and Timelines

--

Expectations

--

Steps and Actions for Improvement (DECE input must be taken into account)

--

Support (e.g., from principal or from board)

--

Indicators of Success

--

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

DECE's Comments on the Improvement Plan

Principal's Signature

My signature indicates that I developed this Improvement Plan with the DECE's input.

Date (yyyy/mm/dd)

DECE's Signature

My signature indicates that I provided input into the Improvement Plan.

Date (yyyy/mm/dd)