



DESIGNATED EARLY CHILDHOOD EDUCATORS PERFORMANCE APPRAISAL

Procedures

- 1.0** At the beginning of the school year, the DECE will create an annual growth plan to establish professional learning goals.
- 2.0** The employee's immediate supervisor will complete the performance appraisal of the DECE.
- 3.0** A performance appraisal will occur within the probationary period as defined by the collective agreement. Subsequent performance appraisals must occur once every three years. The immediate supervisor may conduct additional appraisals at any time if deemed necessary.
- 4.0** Completed performance appraisals will be sent to Human Resources with copies being routed to the employee file.
- 5.0** Nothing in the set of procedures will contravene the collective agreement.

Annual Growth Plan - DECE (Appendix A)

- 1.0** This will be a self-directed process, which will be completed annually between DECE performance appraisals.
- 2.0** In consultation with the employee's immediate supervisor, the DECE will determine an appropriate goal for growth based on the DECE's last appraisal and will draft an annual growth plan. This plan will outline the areas for growth, strategies and resources, target dates for completion and overall review and suggestions.
- 3.0** The DECE and the employee's immediate supervisor will agree on the timeline for implementing the annual growth plan, methods for monitoring growth, specific indicators of growth and procedure for reporting.
- 4.0** During an evaluation year, the DECE is required to review and update their annual growth plan. The DECE will meet with the Principal to discuss the annual growth plan. This discussion can take place during the pre- and post-observation meetings.
- 5.0** During a non-evaluation year, the DECE is required to review and update their annual growth plan. It is recommended but not required for the DECE and Principal to meet about the annual growth plan. However, if the DECE or Principal requests a meeting to discuss the annual growth plan, then a meeting must take place.

Performance Appraisals

- 1.0** All DECEs will be appraised using the performance appraisal tool. (Appendix B)

Appraisal of Probationary DECEs

- 1.0 The employee's immediate supervisor will appraise each DECE during the probationary period as defined by the Collective Agreement.
- 2.0 The report will result in a recommendation for action.

Appraisal of DECE Performance

- 1.0 The employee's immediate supervisor will appraise the performance of the DECE once every three (3) years or as required.
- 2.0 At the beginning of the appraisal cycle, the employee's immediate supervisor will meet with the DECE to discuss key performance objectives and related performance criteria for the review period as listed in Part A of the Performance Appraisal.
- 3.0 The employee's immediate supervisor will prepare the final summary review and evaluation using Part C of the Performance Appraisal. The employee's immediate supervisor will then meet with the DECE to review the results and, if required, agree to an action plan to enhance performance. The employee will then comment on his or her own performance.
- 4.0 A copy of the performance appraisal report will be placed in the DECE's personnel file.

Appraisal of DECE resulting in a Satisfactory Rating (Appendix D)

- 1.0 If a DECE receives a Satisfactory rating, the DECE and Supervisor must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the DECE's annual growth plan.

Appraisal of DECE resulting in an Unsatisfactory Rating (Appendix D)

First Unsatisfactory Rating

- 1.0 When a DECE has received an Unsatisfactory performance appraisal, the Supervisor must ensure that the DECE receives the support, guidance, and monitoring necessary to enable him/her/them to improve his/her/their performance within a given period.
- 2.0 Within 15 school days of the DECE receiving the rating, the Supervisor must provide the DECE with an improvement plan that provides a written explanation of what is lacking in the DECE's performance and sets out the recommended steps and actions the DECE should take to improve it. The plan will also indicate assistance to be provided, indicators of success, a timeline for improvement, and method of assessment.
- 3.0 The DECE is responsible for undertaking the steps set out in the improvement plan. At the request of either party, the DECE and Supervisor must meet to discuss the outcome of the appraisal process after the DECE receives a copy of the completed summative report and improvement plan signed by the Supervisor.

Timing of a Second Appraisal Following the First Unsatisfactory Appraisal Rating

- 1.0** The interval between the first performance appraisal that results in an Unsatisfactory rating and the second performance appraisal is at the Supervisor's discretion, subject to any applicable board policies, as long as the second appraisal takes place within 60 school days after the supervisor has given the DECE written notice of the initial Unsatisfactory rating. In exercising this discretion, Supervisors must balance the desirability of giving DECEs a reasonable opportunity to improve their performance against the responsibility of providing students with quality services.
- 2.0** If the second appraisal results in a Satisfactory rating, the DECE and Supervisor must follow the process outlined above in "Appraisal of DECE resulting in a Satisfactory Rating". If the second appraisal is Unsatisfactory, they must meet the requirements set out below.

Second Unsatisfactory Appraisal Rating

- 1.0** DECEs who receive two consecutive Unsatisfactory ratings on their summative reports will be placed on review status. In such a case, within 15 school days, the Supervisor must:
 - provide the DECE with a written Improvement Plan, setting out steps and actions that the DECE should take to improve his or her performance. The Improvement Plan should take the DECE's input into account. Before preparing the plan, the Supervisor must consult with the appropriate Supervisory Officer;
 - give the appropriate supervisory officer a signed copy of the summative report, the Improvement Plan, and all documents relied on in conducting the performance appraisal, together with a brief written summary of the matters discussed with the DECE at the appraisal meeting(s).

Review Status

Supervisor's Responsibilities

- 1.0** Whenever a DECE is placed on review status, the Supervisor will:
 - monitor the DECE's performance;
 - consult regularly with the supervisory officer regarding the DECE's performance and steps that could be taken to improve it;
 - give the DECE feedback and recommendations that the Supervisor considers might help the DECE improve his or her performance.

Timing of the Next Appraisal

- 1.0** When a DECE is placed on review status, the Supervisor must conduct a performance appraisal within a period of 120 school days that begins with the day on which the DECE is advised that he or she is on review status.
- 2.0** If this performance appraisal results in a Satisfactory rating, the DECE immediately ceases to be on review status. The Supervisor must advise the DECE in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating. At the request of either party, and after the DECE receives a copy of the summative report, both the DECE and Supervisor must meet to discuss the performance appraisal.

- 3.0** If this appraisal results in an Unsatisfactory rating, the DECE's employment may be terminated.

Recommendation to Terminate Employment

- 1.0** If the performance appraisal conducted while a DECE is on review status results in an Unsatisfactory rating, the Supervisor must promptly send a written recommendation to the board that the DECE's employment be terminated. The recommendation must be accompanied by written reasons for the recommendation and copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.
- 2.0** The Supervisor must promptly provide the DECE with the following:
- a copy of the written recommendation;
 - a copy of the written reasons for the recommendation;
 - copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

Appendices

- Appendix A:** ANNUAL GROWTH PLAN – DESIGNATED EARLY CHILDHOOD EDUCATOR
Appendix B: PERFORMANCE APPRAISAL – DESIGNATED EARLY CHILDHOOD EDUCATOR
Appendix C: IMPROVEMENT PLAN – DESIGNATED EARLY CHILDHOOD EDUCATOR
Appendix D: APPRAISAL PROCESS – DESIGNATED EARLY CHILDHOOD EDUCATOR

Appendix A

ANNUAL GROWTH PLAN - DESIGNATED EARLY CHILDHOOD EDUCATOR

INSTRUCTIONS:

1. COMPLETE "A", "B" AND "C" AND SHARE WITH PRINCIPAL.
2. PART "D" IS COMPLETED BY DECE AND REVIEWED WITH PRINCIPAL.

NAME: _____

DATE: _____

PRINCIPAL'S NAME: _____

DATE: _____

A SPECIFIC AREAS FOR GROWTH

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B GROWTH STRATEGIES & RESOURCES

--

C TARGET DATES FOR COMPLETION

--

D OVERALL REVIEW & SUGGESTIONS

--

Signature of DECE

Signature of Principal

Appendix B

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

Job Performance

Appendix B

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

APPENDIX B

Part B – Components of Effective Job Performance Indicators

To be completed by Supervisor

Name: _____ School: _____

Principal's Name: _____ Date: _____

5.1 Knowledge and Professional Practice

- displays proficiency

Performance Indicators		Comments and/or suggestions for improvements must be made for all unsatisfactory ratings.
5.1.1 Demonstrates a deep knowledge of the <i>Full-Day Early Learning-Kindergarten Program document, Ministry of Education, 2016.</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.1.2 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	
5.1.3 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	
5.1.4 While children play demonstrates 3 roles of observer, materials manager and participant.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.1.5 Interactions with children characterized by effective “responding”, “challenging” and “extending”.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.1.6 Maintains and updates skills relevant to early learners.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.1.7 Demonstrates reliability, flexibility, dependability and punctuality.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.1.8 Utilizes resources effectively and efficiently.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.1.9 Uses appropriate planning tools and class profiles.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	

5.1.10 Applies appropriate behaviour management techniques with individuals, small groups and large groups.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
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5.2 Planning and Assessment

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

Performance Indicators		Comments and/or suggestions for improvements must be made for all unsatisfactory ratings.
5.2.1 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	
5.2.2 Observes and documents learning in a play-based environment.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.2.3 Communicates assessments and observations effectively with FDK team member.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.2.4 Uses assessment as foundation for co-planning.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	

5.3 Interpersonal and Teamwork Skills

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

Performance Indicators		Comments and/or suggestions for improvements must be made for all unsatisfactory ratings.
5.3.1 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	
5.3.2 Creates an environment that fosters open, professional communication.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	
5.3.3 Demonstrates initiative, positive thinking, vision, critical thinking and sound decision making skills.	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory	

Appendix B
Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

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.

Appendix C

IMPROVEMENT PLAN – DESIGNATED EARLY CHILDHOOD EDUCATOR

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)

APPRAISAL PROCESS - DESIGNATED EARLY CHILDHOOD EDUCATOR

