**Employee Evaluation Sample**

*Employee evaluations should take place annually in the measuring of an employee’s growth and to support their development. It is recommended to attach the employee’s job description when completing the evaluation. Consider including documentation gathered over the year to support the examples given.*

Employee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Work Habits** | **A** | **S** | **N** |
| Arrives on time |  |  |  |
| Reliable in attendance |  |  |  |
| Responsible in job duties |  |  |  |
| Adjusts easily to new conditions and circumstances |  |  |  |
| Takes responsibility for mistakes and seeks to continually improve performance |  |  |  |
| Uses appropriate phone etiquette |  |  |  |
| Completes work in a timely manner |  |  |  |
| Alerts supervisor of health and safety matters |  |  |  |
| Flexible with assignments and schedule |  |  |  |
| Maintains a positive attitude |  |  |  |
| Gives ample notice for absence |  |  |  |
| Listens well and is able to communicate in a positive manner |  |  |  |
| Appearance is appropriate for performing job duties |  |  |  |
| EXAMPLES OF BEHAVIOR:  Goal: | | | |

Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Relationship with Children** | **A** | **S** | **N** |
| Friendly, warm and affectionate with all children |  |  |  |
| Shows enjoyment of working with children |  |  |  |
| Actively involved in the learning environment. This includes participating in child-centered activities, conversations, demonstrating child tasks, playing games with the children (indoor and outdoor) |  |  |  |
| Provides caring/nurturing interactions with the children, empathetic, demonstrates patience, takes advantage of all teachable moments, and provides comfort for children in distress |  |  |  |
| Build relationships during routine care, such as singing to infants during feeding, conversation with children during family style dining. |  |  |  |
| Attends to the physical needs of the children (i.e. diapering, feeding, toileting, resting, etc.) |  |  |  |
| Reinforces positive behavior |  |  |  |
| Talks to children at their eye level |  |  |  |
| Uses appropriate tone of voice |  |  |  |
| Respects individuality |  |  |  |
| Aware of developmental skills |  |  |  |
| Develops self-help skills in children |  |  |  |
| Uses positive discipline techniques |  |  |  |
| Avoids stereotyping and labeling |  |  |  |
| Assesses children regularly |  |  |  |
| EXAMPLES OF BEHAVIOR:  Goal: |  |  |  |

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| **Relationship with Parents/Guardians** | **A** | **S** | **N** |
| Daily communication with parents/guardians during drop-off/pick-up |  |  |  |
| Handles negative information with respect |  |  |  |
| Works well with parents/guardians from diverse backgrounds |  |  |  |
| Maintains professional relationship between parents/guardians and work |  |  |  |
| Shares daily progress about the child with parents/guardians |  |  |  |
| Involves parents/guardians in facility activities |  |  |  |
| Maintains confidentiality |  |  |  |
| Flexible with care of child to accommodate parents/guardians concerns |  |  |  |
| EXAMPLES OF BEHAVIOR:  Goal: | | | |
| **Relationship with Co-workers** | **A** | **S** | **N** |
| Looks for ways to be helpful |  |  |  |
| Treats all staff with respect and dignity and fosters mutual respect and trust. |  |  |  |
| Participates in team and staff meetings and is willing to share ideas as well as listen respectfully to other staff |  |  |  |
| Assumes fair share of work |  |  |  |
| Helps with orientation of new staff |  |  |  |
| Willing to help other staff when needed |  |  |  |
| Communicates directly with co-workers, avoids gossip |  |  |  |
| Shares ideas and materials |  |  |  |
| Discuss with other staff information needed to care for children ( ex: a.m. staff gives pertinent information to afternoon staff) |  |  |  |
| Maintains confidentiality |  |  |  |
| Takes suggestions as improvement opportunities |  |  |  |
| EXAMPLES OF BEHAVIOR:  Goal: | | | |

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| **Classroom Management** | **A** | **S** | **N** |
| Implements lesson plans that address physical, social, emotional and intellectual needs of each child. |  |  |  |
| Develops new and creative opportunities for children to learn, thinking outside the box when developing activities. |  |  |  |
| Leads children in songs, games, finger plays, and other activities |  |  |  |
| Room is clean and organized |  |  |  |
| Creates an inviting learning environment |  |  |  |
| Completes a health and safety check everyday |  |  |  |
| Remains with children at all times and works to ensure that all children are always supervised |  |  |  |
| Is prepared for the day’s activities |  |  |  |
| Interacts with children during free play |  |  |  |
| Incorporates process over product activities |  |  |  |
| Is flexible, responsive to children’s needs |  |  |  |
| Anticipates problems and redirects behavior |  |  |  |
| Handles transitions well |  |  |  |
| Incorporates program curriculum |  |  |  |
| Facilitates growth in all areas of development |  |  |  |
| Assists in arranging the room and play materials to accommodate the daily schedule |  |  |  |
| Develops goals from observations |  |  |  |
| EXAMPLES OF BEHAVIOR:  Goal: | | | |

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| **Professional Development** | **A** | **S** | **N** |
| Takes required training in a timely manner |  |  |  |
| Participates in facility improvement plans |  |  |  |
| Attends all required meetings |  |  |  |
| Sets goals for personal growth |  |  |  |
| Incorporates new knowledge and ideas |  |  |  |
| EXAMPLES OF BEHAVIOR:  Goal: | | | |

Comments from employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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