

Associate Director 90-Day Performance Evaluation

Name: _____

Date of Hire: _____

Date of Follow-Up Meeting: _____

Date of Next Evaluation: _____

Checklist:

_____ Evaluation Signed & Dated

_____ Goals Submitted

_____ Points Tallied

Supervisor Signature: _____

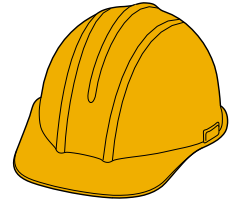
Signature: _____

I. General Function:

The After School Associate Site Director is responsible for learning and assisting in the general administration and operations of an individual SAC program site, according to the Children's Choice mission, philosophy and standard of quality. This position is reserved for those who are working toward the position of Program Site Director. Under the supervision of a Site Director, they will act as the model caregiver, mentor the afterschool staff, communicate with families, build relationships with the school staff and faculty, and assist in the orchestration of all program activities. Associate Site Directors will sit on the Assessing and Recognizing School-Age Care Quality (ARQ) Accreditation Teams (parents, faculty, staff, and children who evaluate the program according to national accreditation standards of quality). Associate Site Directors will be the first members of the staff to be dispatched to other sites in staffing emergencies. Associate Site Directors will accept and perform the responsibilities of a Site Director at **any** Children's Choice site in the absence of the regular Site Director for as long as is deemed necessary. They will efficiently complete other tasks as delegated by the Site Director(s).

II. Standards of Performance:

1. ***ENSURES*** the health, safety, and nutrition of children and youth in the program.



Level One A: Safety: 10 Points

- Knows and follows state health and safety requirements.
- Knows the location of first aid kit, fire extinguishers, fire alarms, and other emergency equipment.
- Ensures equipment for active play is safe.
- Ensures there are no observable safety hazards (glass, sharp metal, etc.) in the program space via fixing them, removing them, or completing a work order to have them fixed.
- Ensures children are protected from safety hazards such as the following: caustic or toxic art & cleaning materials, medications, hot liquids, and overexposure to heat or cold.
- Obtains and maintains CPR and First Aid certification.
- Uses Indoor and Outdoor Safety Checklists in spring, autumn, or summer and files in the licensing book.
- Ensures program maintains a 10:1 child to adult ratio and never exceeds 15:1 child to adult ratio.
- Follows systems that are in place to protect children from harm, especially as they move from one place to another; ensures that all children in the program use the most convenient and the safest routes.
- Ensures children are carefully supervised and are in direct view at all times, unless using the restroom.
- Notifies other caregivers of own location at all times and knows where all other staff are and what they are doing.
- Knows the location of all children in their area of supervision and can monitor safety.
- Is aware of any unknown persons in area of supervision.
- Notices when children arrive, when they leave, and with whom they leave.
- ❖ Knows and follows safety procedures:
 - check-in and check-out
 - PM no-show
 - missing child procedures if a child in our care becomes missing.
 - field trip risk management
 - medication dispensing
 - emergency procedures including completion of accident reports.

_____ # Criteria Met / 20 Total = _____ x 10

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level One B: Health & Nutrition: 10 Points

- Ensures adequate supplies are available for hand washing for staff and children.
- Washes hands frequently, especially after using the restroom and before preparing food.
- Ensures food preparation area, microwave, serving containers and utensils, AND snack area tablecloths are kept clean and sanitary.
- Responds appropriately to children's basic needs; allows children to meet their physical needs in a relaxed way, not having to wait for the group in order to use the restroom, eat snack, get a drink, etc.
- Ensures drinking water is available at all times.
- Ensures snack is available when children arrive to the program.
- Follows snack calendar and can prepare a healthy snack. If juice is served, only 100% juice, only 2% milk may be served, and a choice of two food group items, maximizing items from the grain, fruit, and vegetable groups and minimizing sweets and fats.

- Ensures fresh produce or breads are served for snack while they are still fresh.
- Refrain from using food as a reward or bribe or withholding or restricting food as a punishment.
- Ensure that ill children are separated in order to prevent the spread of communicable diseases.
- Ensure children apply sunscreen when they will be exposed to the sun.

_____ # Criteria Met / 11 Total = _____ x 10

Rounded to nearest 10th (ex. 2.3) =

Points Earned_____

Level Two: 10 Points

- Takes initiative to meet state health and safety requirements.
- Ensures no indoor and/or outdoor program space(s) exceeds a 15:1 child: adult ratio at any time.
- Ensures group sizes do not exceed 24 children except during low movement/low risk activities such as watching a performance or participating in a program-wide meeting or assembly.
- Position self to see the maximum amount of children in the program while interacting with children, staff, or families.
- Closely supervises activities that are potentially harmful.
- Lead groups of children when in transition; children do not run ahead.
- Focuses attention on the behavior of the children and address behaviors that pose a risk to their safety.
- Discusses, formally and/or informally, safe behaviors and habits with children.
- Ensure playground equipment is consistently used in the appropriate way in which it was designed to be used.
- Approaches any unknown persons in area of supervision.
- Knows and utilizes the plan to provide adequate staff coverage in emergencies.
- ❖ Ensure children wash their hands each time:
 - before eating and/or preparing food.
 - after picking up trash.
 - after playing outside.
 - after touching animals.
 - after using the restroom.
- Discusses, formally or informally, good health habits with children.
- Knows and is responsive to the individual health needs of children.
- Focuses attention on the behavior of children so as to notice when their health may be in question.
- Suggests and plans new snack items to enhance the health of children.

_____ # Criteria Met / 20 Total = _____ x 10

Rounded to nearest 10th (ex. 2.3) =

Points Earned_____

Comments Regarding Health & Safety:

Error!

2. BUILDS AND MAINTAINS positive, supportive, and caring relationships with and among the children in the program. IMPLEMENTS appropriate behavior management with the goal of self-discipline is practiced in the program.



Level One (Required Field): 25 Points

- Projects a tone of welcome in voice and gestures.
- Knows and uses children's names daily and acknowledges them by name when they arrive and when they depart.
- Seems cheerful rather than bored, tired, or distant.
- Is kind and fair to all children.
- Comforts hurt, upset, and/or disappointed children.
- Responds appropriately when children show affection.
- Pays attention and tries to help children when they have a problem and/or when asked.
- Responds to children in a warm, supportive manner (relaxed and cheerful, with frequent smiles)
- Shows appreciation and encouragement of children's efforts and accomplishments.
- Responds to each child with acceptance regardless of age, gender, socioeconomic status, race, ethnicity, ability, religion, or family background.
- Includes all children in play regardless of gender, race, disability, etc.
- Talks with each child daily and engages in many 1:1 conversations with individual children.
- Is actively engaged in activities and/or conversations with children.
- Sits with children at snack.
- Helps children with homework.
- Focus on behavior and consistently enforces the rules and expectations set by the school and the CC community and address misbehavior.
- Follows all rules set by the school & CC community to reinforce the validity of the rules; acts as a role model (eating in the snack area, quiet voices inside, walking inside, etc.)
- Uses positive techniques to guide children's behavior, treating children fairly and respectfully.
- Intervenes when negative peer interactions occur (that are not resolved constructively by children).
- Provides privacy for conversations with individual children about behavior issues; allows children to "save face."
- Uses non-punitive behavior management strategies (attention given for positive behaviors, redirection, and privileges stated).
- Refrains from shaming, yelling, embarrassing, "calling out" individuals in front of the group, or using group punishment.
- Avoids harsh disciplinary actions such as hitting, restraining, or putting hands on any child in anger.
- Sets developmentally appropriate limits for children.
- Gives children many chances to choose what, how, and with whom they will do activities.
- Says yes to reasonable requests.
- Models the use of Standard English.
- Children choose to interact with AD.
- Always gives children the option of outdoor play for as long as they choose, precluding times of extreme weather conditions (e.g., lightening, air quality concerns, darkness, etc.), parental request, and times of required group time (e.g., clean-up, round-up, etc.) by taking children outdoors when they ask or show the need for outdoor play with a minimal amount of waiting.

_____ # Criteria Met / 29 Total = _____ x 25

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level Two: 25 Points

- Is aware how tone and demeanor convey respect to children.
- Has relationships with children that are characterized by mutual respect.
- Has a genuine liking for each child in the program.
- Is consistent in attitudes, behaviors, and decisions.
- Responds to the range of children's feelings and temperaments.
- Responds appropriately to individual needs of children
- Shows sympathy and understanding.
- Can name a number of children and their outside interests.
- Issues warnings before transitions (clean up, round up, leaving for or from field trips, snack being put away, etc.) to allow children time to adjust and prepare.
- Listens actively, attentively, and patiently to children when they speak; avoids intruding or interrupting.
- Takes children's comments seriously.
- Listens eagerly to events in children's lives.
- Conversations with children include social conversation and information sharing and are characterized by turn-taking.
- Encourages all children to participate in conversations/discussion.
- Talks to children about ideas related to their play and help elaborate and extend the activity (i.e., adds information, asks questions, and encourages children to explore further)
- Encourages conversation and good table manners during snack time.
- Communicates high expectations for behavior; expects children to make good choices, encourages them to do well, assumes they desire to do well, and gives them the benefit of doubt.
- Give attention to children when they cooperate, share, and care for materials or join activities; uses positive reinforcement of desirable behaviors.
- Sets and maintains appropriate limits for behavior to prevent children from hurting each other verbally or physically.
- Establish clear boundaries and expectations, rules and consequences collaboratively with children.
- Remains calm and patient when dealing with an upset or angry child.
- Accepts a child's desire to be alone.
- Does not force children to explain or apologize for their behavior or feelings.
- Validates a child's right to feel the way they feel.
- Understands that children express feelings and handle problems differently.
- Discusses differences and work out solutions with children when problems occur.
- Has faith in children to accomplish tasks and do the "right thing."
- Helps children develop appropriate social behavior with their peers and talk through social conflicts.
- Models and intentionally teaches children to respect others attitudes and beliefs.
- Teaches children to cooperate and work together.
- Helps children think through problems themselves rather than offering answers.
- Encourages children to accept and take personal responsibility for age-appropriate tasks.
- Use phrases like "Knowing you, I'm sure you'll do fine," "I can see you put a lot of effort into that," "You can figure it out," "I have faith in you," and "Don't worry, we all make mistakes."
- Refrains from saying things like "Let me do that for you," "Better get some help," "If you can't do it right, don't do it at all," "You can do better," "That looks too difficult for you," and "Don't touch it, you'll break it."
- Recognizes the range of children's abilities.
- Encourages children to complete developmentally appropriate tasks on their own.
- Share skills and resources to help all children gain information and solve problems.
- Knows and shows appreciation for the special interests, talents, abilities, cultures, and languages of the children in the program.
- Encourages children to achieve and develop their unique talents.

- Take great care to avoid isolating special-needs children in segregated areas or removing them from the regular program environment so often so as to disrupt community and undermine their feeling of belonging to the group.
- Discuss child-related information, concerns, and behavior management away from children
- Children are learning to value honesty and act accordingly with you.

_____ # Criteria Met / 42 Total = _____ x 25

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Comments regarding Relationships with Children:

3. *BUILDS AND MAINTAINS positive, supportive, caring, and mentoring relationships with the staff of the program and organization..*



Level One (Required Field): 15 Points

- Shows genuine caring for all staff.
- Respects the authority and competence of Site Director.
- Consistently acts as a model of positivism, cooperation and helpfulness.
- Models responsible behavior – adult role model.
- Models flexibility about roles
- Considered a “team player.”
- Is energetic, enthusiastic, and/or upbeat.
- Fosters a sense of fun, caring and enjoyment and a commitment to hard work in the job environment.
- Shows caring and consideration for other staff members in matters of punctuality and attendance so as to cause no inconvenience to co-workers.
- Does fair share of setting up and maintaining the model environment.
- Is generous with time and assistance towards other staff members.
- Is generous with time and assistance towards other Site Directors and willingly pitches in and helps other sites when needed.
- Welcomes new and substitute staff with warmth and support designed to make them comfortable and successful.
- Attends all regularly scheduled staff meetings with a positive and productive attitude.
- Attends interviews of applicants.

_____ # Criteria Met / 15 Total = _____ x 15

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level Two: 15 Points

- Is aware of how tone and demeanor conveys respect to colleagues.
 - Relationships with staff are characterized by mutual respect.
 - Consistently shows loyalty and respect for the Site Director.
 - Models positive adult interaction through cooperation and caring.
 - Models positive adult relationships and positive values by:
-
- Fosters a strong sense of community among the staff at the site.
 - Communicates needs in a way that promotes cooperation.
 - Shares concerns about the staff and the program with the staff and Site Director in a constructive way.
 - Takes an active role in problem-solving.
 - Discusses differences and works toward fair solutions, when problems occur.
 - Manages tense situations in a way that shows respect for other staff members; is assertive, but not aggressive.
 - Shares duties and responsibilities fairly with other staff to ensure program and problems are handled smoothly.
 - Provides appropriate level of guidance and support to other staff.
 - Personally refers potential employees to apply for a position.
 - Participates in the interview process.
 - Participates during staff meetings.
 - Sits on ARQ team and attends all meetings.
 - Attends design team meetings for summer curriculum planning.

_____ # Criteria Met / 18 Total = _____ x 15

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Comments regarding staff relationships:

4. CONTRIBUTES TO, PLANS, MAINTAINS, AND IMPLEMENTS a comprehensive, intentional, and developmentally appropriate daily schedule and curriculum through successful collaboration with children, staff, and community.



Level One (Required Field): 10 Points

- Serves snack family style.
- Maintains a daily and weekly routine that seems familiar to adults and children yet flexible, providing stability without being rigid.
- Ensures your activities are available as children arrive and begins them on time.
- Leads a variety of activities weekly; some spontaneous some planned; some passive some active.

- ❖ Participates in children's spontaneous
 - outdoor/gym activities.
 - music activities.
 - dramatic play.
 - art activities.
- Children can expect certain planned activities with you regularly.
- Plans and runs an enrichment club on a weekly basis.
- Plans activities that are fun.
- Displays non-biased approach to activities (e.g., girls are encouraged to participate in carpentry; boys are encouraged to participate in cooking).
- Plans activities are well suited to the age range of the children in the program.
- Encourages children to participate in activities.
- Collaborates with children on rules and expectations before beginning an activity.
- Allows individual children to move through activities at their own pace.
- Children do not perceive your curriculum as more school.
- Plans activities that intentionally encourage teamwork and sportsmanship.
- Helps children find books or reading material.
- Reads to or with children.
- Facilitates children's engagement in reading by using differing intonations/facial expressions, asking listeners questions, etc.
- Suggests writing as part of other non-literacy activities.
- Talks about science in a positive way.
- Submits activity ideas in writing, including a list of supplies needed, to Site Director on or before deadline.
- Participates in summer design team.

_____ # **Criteria Met / 26 Total** = _____ x **10**

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level Two: 10 Points

- Encourages conversation and good table manners during snack time.
- Rarely asks children to move in groups or wait in lines.
- When it is necessary to move in a group, ensures the transition is smooth.
- Includes novelty in planned curriculum: activities that are new to the children in the program.
- ❖ Participates in spontaneous
 - science activities with children.
 - math activities with children.
 - word games with children that require verbally describing or explaining objects, views, and/or phenomena.
- Helps children sound out words, figure out meaning from context, and encourages when they are stuck.
- Encourages children to use reading and writing in practical situations (e.g., read instructions, letters, making signs).
- ❖ Plans activities that
 - reflect and support the program's mission.
 - are aligned with the styles, abilities, and interests of children in the program.
 - provide opportunities for individual, small group, and large group activities.
 - provide opportunities for children to learn new skills.

- ❖ Plans and provides intentional programming opportunities for:
 - active, physical play.
 - movement instruction as part of either individual or group activity, such as aerobics, martial arts, dance, yoga, etc.
 - creative arts.
 - dramatic play.
 - quiet activities.
 - socializing.
 - water play.
 - children to develop life skills such as cooking, earning and spending money, problem solving, etc.
 - hands on math games or projects that utilize math.
 - children to participate in activities or games that increase their knowledge of science.
- Uses outdoor space to explore science and nature.
- Fosters, through intentional curriculum planning, multicultural awareness, appreciation, and celebration through the arts and other "content" areas.
- Asks the children to share their ideas for planning so that activities will reflect children's interests
- Encourages children to share control/responsibility for activity.
- Plans for enough materials and space to implement planned activities when they are scheduled.
- Plans ahead to have children or parents to bring in needed items.
- Ensures supplies needed for scheduled activities are available on the scheduled day.
- Brings in diverse adult role models to participate in the program.
- Contributes curriculum to summer design team.
- Children participate in your planned activities.

_____ # Criteria Met / 33 Total = _____ x 10

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Comments Regarding Curriculum:

5. BUILDS, LEADS & MAINTAINS a positive, supportive, caring relationship with the families of the children in the program.



Level One (Required Field): 10 Points

- Makes daily positive contact with family members
- Greets family members daily.
- Knows names of most parents/guardians.
- Uses arrival and/or departure as information sharing time to relate warmly to parents and families.
- Treats family members with respect.
- Makes families feel welcome and comfortable.
- Ensures all families consistently follow check-in and check-out procedures.
- Works together with families to make arrivals and departures between home and care go smoothly.
- Lets parents know exactly where their children are and helps them gather their children and belongings in a timely manner.
- Talks about confidential matters in private.
- Informs families about family orientations.
- Attends family events.
- Maintains display of staff pictures & bios & updates.

_____ # Criteria Met / 13 Total = _____ x 10

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level Two: 10 Points

- Is aware how tone and demeanor conveys respect to families.
- Knows names of all parents/guardians.
- Families know who you are by face and name.
- Talks to at least five parents a day.
- Views and treats families as the primary influence in their children's lives.
- Accepts and respects each family's definition of family composition, ethnicity, culture, roles, and relationships.
- Works with families to meet the needs of their children.
- Discusses parent concerns in a cooperative and positive way.
- Ensures that families are kept well-informed about children's well-being by maintaining ongoing communication and routine sharing of information through, parent conferences; informal conversations; telephone calls; family events; progress reports; workshops; family journals; e-mail messages; etc.
- Is able to explain all pertinent policies and procedures to families.
- Personally requests family members to give input, visit, and/or volunteer time and/or resources.
- Contributes to family events.

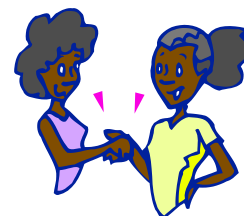
_____ # Criteria Met / 12 Total = _____ x 10

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Comments regarding Relationships with Families:

6. *BUILDS, LEADS & MAINTAINS* a positive, supportive, caring relationship with the host school staff and faculty, and the greater community.



Level One (Required Field): 5 Points

- Treats school staff and faculty with respect.
- Has positive interactions with school staff and faculty.
- Seeks out ways to help the custodial staff care for the site.
- Makes daily positive contact with the custodian.
- Makes daily positive contact with the cafeteria manager.
- Makes positive contact with the secretary/clerk.
- Makes positive contact with the principal.
- Returns school property and environment in as good or better condition than it was found.
- Plans field trips to local businesses and community friendly places.

_____ # Criteria Met / 9 Total = _____ x 5

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level Two: 5 Points

- Is aware how tone and demeanor convey respect to school staff and faculty.
- Respects and cooperates with school faculty, modeling positive adult relationships.
- Collaboratively maintains an agreement & expectations for cleaning schedule with custodians.
- Works with school officials to care for school property and environment.
- Arranges for exclusive use of shared space (e.g., library, computer room, gym, etc.)
- Plans activities to help children get to know the larger community.
- Uses community public facilities such as libraries, parks, and community centers for the expansion of program offerings.
- Utilizes the list of community resources for field trips, presentations, etc.
- Plans curriculum that includes ways for children to get to know and be involved in the larger community.
- Invites members of the community into the school to make presentations or share skills/knowledge through supervised activities.
- Invites community members to share their special talents and expertise with children in the program.

_____ # Criteria Met / 11 Total = _____ x 5

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Comments regarding Community Relationships:

7. *ENSURES facilities, environment, equipment, & supplies are kept clean, tidy, and in good working order, are regulated efficiently and responsibly used, and meet the needs of children.*



Level One (Required Field): 5 Points

- Informs director of needed everyday and/or bulk supplies in advance : cleaning and hand washing supplies, toilet paper, paper towels, napkins, plates, cups, art supplies, sports equipment, outdoor equipment, first-aid supplies, office supplies, program forms (accident reports, calendars, science and math worksheets, time sheets, etc.)
- Maintains the storage space for equipment, materials, and personal possessions of staff and keeps it clean and organized.
- Ensures floors and walls of activity area are kept clean and dry (corners too).
- Ensures tables and floors of snack area are kept clean.
- Ensures food is limited to one area of the activity space.
- Ensures spaces reserved for dry, non-messy activities are kept clean and dry.
- Ensures messy play takes place in areas that are easy to clean.
- Ensures children can easily access and put away materials that are appropriate for self-directed play by themselves and arrange these materials and equipment to suit their activities.
- Restock interest areas when necessary and possible.
- Rearranges the space, when needed and appropriate, to accommodate a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating and socializing, to go on at the same time without much disruption.
- Ensures areas do not become too crowded for appropriate program activities.
- Always gives children the option of outdoor play for as long as they choose, precluding times of extreme weather/environmental conditions (e.g., lightening, air quality concerns, darkness, etc.), parental request, and times of required group time (e.g., clean-up, round-up, etc.) by taking children outdoors when they ask or show the need for outdoor play with a minimal amount of waiting.

_____ # Criteria Met / 12 Total = _____ x 5

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level Two: 5 Points

- Ensures distinct areas are used for their designated purpose.
- Maintains tidiness of a space for children to put works in progress.
- Ensures furnishings are used appropriately, kept clean and well maintained.
- Facilitates community participation during program clean up times by engaging children in the process (setting group goals, playing music, indicating areas that need attention, etc.) and modeling appropriate behavior (limiting conversations, working efficiently, etc.)
- Allows for time to clean-up after teacher-led activities.
- Ensures children are responsible for cleaning up their own messes before moving on to another activity or going home.
- Ensures children's belongings are kept off the floor.
- Keeps, as much as is in one's control, heat, ventilation, noise level, and light in the indoor space comfortable.
- Ensures noise level, nearby activities, interruptions, or other distractions do not impede or distract children from focus on homework.
- Takes proper care not to waste Children's Choice resources.
- Ensures children do not waste, misuse, or destroy CC supplies and equipment.
- Ensures outside sports equipment is used properly and it is returned to the program (balls are not left outside, jump ropes are not tied to equipment or children, etc.)

- ❖ Uses, keeps readily available, accessible, and in good repair, materials that:
 - promote program’s mission.
 - are developmentally appropriate for the age range of children in the program.
 - vary linguistically, culturally, and in age-appropriateness.
 - include both recreational and educational uses.
 - are for outdoors (playground balls, footballs, Frisbees, jump ropes, parachute, etc.)
- Uses bubble making solution and tools outside.
- Uses sand toys, shovels, buckets, and sifters for use outside.
- Uses blankets, books, or other such materials to provide quiet experiences outside.
- Encourages children to construct observable make-believe places and forts, indoors and outdoors, for dramatic play.

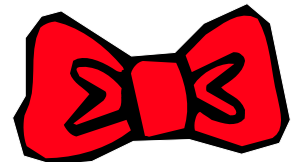
_____ # Criteria Met / 21 Total = _____ x 5

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Comments regarding Environment:

8. DEMONSTRATES professionalism: is proactive in own professional development, holds self accountable for performance standards and follows through on professional goals. MAINTAINS accurate records, essential for control, assessment and reporting of program activities and progress.



Level One (Required Field): 20 Points

- Is at least 21 years of age.
- Has completed at least (Please identify which ONE):
 - Bachelor’s Degree in a related field
 - Bachelor’s Degree in an unrelated field AND 1 year of experience
 - AA degree or 2 years of college AND 2 years of experience working with school-age children
 - High School diploma or GED AND 3 years of experience working with school-age children
- Demonstrates a philosophical alignment with the program goals and desired results.
- Goals include working toward advancement in the field and/or the organization.
- ❖ Sets a good example and high expectations for staff by modeling:
 - positive attitude
 - punctuality
 - reliability and a hard work ethic
 - risk management
 - sense of community
 - commitment to what is best for the children, site, and organization.
- Is familiar with the information about philosophies and policies in the staff and family guidelines.

- Wears clothing that is appropriate for children and for the indoor/outdoor activities with children.
- Lets supervisor(s) know as soon as possible when they will be late or absent and arranges for alternate coverage.
- Ensures children's registration materials are completed in full before accepting them and turning them in to the office.
- Ensures children are signed in and out by an authorized adult.
- Records daily attendance and staff member totals on attendance sheets when doing check-in.
- Records any changes made to the snack calendar.
- Ensures daily snack count summary is accurate.
- Documents and files child accidents according to the emergency procedures.
- Limits conversations among staff about personal matters to before the children arrive or are brief.
- Communicates with other staff effectively to ensure the program flows smoothly.
- Willingly and readily fills in at other sites in staffing emergencies as requested by Site Director.
- Cooperates and is a "team-player" with other Site Directors.
- Meets with Site Director to give and receive feedback and share concerns at least once a month or as requested by Site Director.
- Maintains current CPR and First Aid certifications.
- Attends all mandatory trainings.
- Logs training on site and turns in documentation to the main office.
- Provides appropriate receipts and records for all expenses.

_____ # Criteria Met / 28 Total = _____ x 20

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Level Two: 20 Points

- Has completed at least (Please identify which ONE):
 - Bachelor's Degree in a related field **AND**
 - six months experience
 - OR**
 - six credit hours
 - child and youth development (3)
 - other areas related to sac programming (3)
 - Bachelor's Degree in an unrelated field **AND**
 - one year experience
 - OR**
 - nine credit hours
 - child and youth development (3)
 - other areas related to sac programming (6)
 - AA degree or 2 years of college in a related field or equivalent certification **AND**
 - eighteen months experience
 - OR**
 - nine credit hours
 - child and youth development (3)
 - other areas related to sac programming (6)
- Assists in maintaining an up-to-date state license.
- Adheres to the *School-Age Care Code of Ethics* that makes positive development of children their highest priority.
- Is available to work all program hours.
- Attends all staff meetings, staff trainings, design team meetings, 1:1 supervision meetings, ASQ meetings, and as an example of a positive attitude and hard work ethic.

- Arrives at work ready to play.
- Attends CC trainings with the goal of learning new skills.
- Attends all trainings suggested by Site Director to address professional development needs.
- ❖ Receives training for
 - setting up space and designing activities to support program goals and promoting safety, health, and nutrition of children.
 - fair and consistent disciplinary steps and behavior management and discipline techniques that teach children self-guidance and discipline, which achieve positive outcomes in areas of problem solving and interacting with others, and guide behavior in an appropriate manner.
- Encourages other staff to attend CC trainings.
- Submits monthly curriculum before or on the due date, with documentation of staff planning and child planning, descriptions of new games, enrichment or activity ideas.
- Contributes to monthly CC newsletter.
- Works toward advancement in the field and/or the organization by following through on goals with Site Director.
- Develops goals that are testable and measurable
- Completes peer evaluations of staff and returns to Site Director in a timely manner.
- Completes evaluation of Site Director and collects those from other staff and turns them in to Catherine in a timely manner as directed by Site Director.
- Attends site staff meetings with the goal of facilitating positive communication and growth, and timely accomplishment of tasks.

_____ # Criteria Met / 18 Total = _____ x 20

Rounded to nearest 10th (ex. 2.3) =

Points Earned _____

Comments regarding Professionalism:

TO BE COMPLETED BY SITE DIRECTOR:

9. The Gestalt: This page is used for feedback on the big picture. Employee attitude, professionalism, verbal and written communication, etc.

TO BE FILLED OUT BY ASSOCIATE DIRECTOR:

10. Personal Goals: In the space provided below or using additional space, please outline your personal goals for the positive development of the program and your job. How do you want the program or your job to change? What are your priorities?

Goals

With the End in Mind, Specific, Testable, and Observable Personal Goals for the positive development of the program and your job.

Long-Term:Desired Result End in Mind	Specific Goal: I will do . . .	Testable: How, how many, how often, how it will be observed.	Completed by: Timeline

Signature: _____ Date: _____

SUMMARY

1. Health, Safety, & Nutrition		
a. Level 1a (5 Points Required)	_____	Points
b. Level 1b (5 Points Required)	_____	Points
c. Level 2	_____	Points
		Subtotal _____/15
2. Leadership & Staff Relations		
a. Level 1 (25 Points Required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/50
3. Relationships With & Among Children		
a. Level 1 (15 Points Required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/30
4. Behavior Management		
a. Level 1 (10 Points Required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/20
5. Curriculum		
a. Level 1 (10 Points Required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/20
6. Family Relationships		
a. Level 1 (10 Points Required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/20
7. Host & Community		
a. Level 1 (5 Points required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/10
8. Environment & Equipment		
a. Level 1 (5 Points required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/10
9. Record keeping & Fiscal Management		
a. Level 1 (5 Points required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/10
10. Professionalism		
a. Level 1 (5 Points required)	_____	Points
b. Level 2	_____	Points
		Subtotal _____/10

EVALUATION IMPLICATIONS

EVALUATION POINTS	90 DAYS	180 DAYS or MORE
>100 Points	Continued Probation	Termination
100 + Points DID NOT MEET ALL REQUIRED FIELDS	Continued Probation	Termination
100 + Points & MET REQUIRED FIELDS	Probation Lifted	Probation Lifted

EVALUATION TOTAL _____/195