

## Forms for the Classroom and Staff

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**UNIVERSITY OF CALIFORNIA, SANTA BARBARA  
JOB DESCRIPTION**

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	TITLE CODE	EFFECTIVE DATE	CBU: ERC:	DATE	INITIALS
NEW POSITION/REPLACEMENT		TEMP. RECLASS ( ) TEMP. STIPEND ( )	PROVISION NUMBER		
1. ( ) Recruitment ( ) Review ( ) Reclassification ( ) Update of Job Description			2. a. SALARY RATE b. PERCENT OF TIME		
3. EMPLOYEE NAME			4. CURRENT PAYROLL TITLE CDC Teacher II (4105)		
5. DEPARTMENT/DIVISION Orfalea Family Children's Center	6. WORK LOCATION UCSB West Campus		7. WORKING TITLE (IF DIFFERENT) Teacher		
8. NAME OF SUPERVISOR Theresa Embry/Patricia Nixon/Marina Nolte		9. SUPERVISOR'S PAYROLL TITLE SAOIII Supervisor	10. NAME OF DEPARTMENT HEAD Leslie Voss		
11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories) Indicate the type of supervision the incumbent will receive after the training/orientation period. Close Supervision ( ) Supervision (x) General Supervision (X) Direction ( ) General Direction ( )					
12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED Teacher Assistants Volunteers Volunteers		PAYROLL TITLE Assistant I (UCSB students) Assistant I (UCSB students) Recreational Program Instructor		FTE	
13. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES Under general supervision of the Lead Teacher, the Early Care and Education (ECE) Teacher shares responsibility for planning and implementing a quality child care program for one specific group of children and parents. Works cooperatively with other staff to coordinate program for entire center. Assumes Lead Teacher responsibilities in her/his absence. Must have 12 units in Early Childhood Education/Child Development and possess minimum of Associate Teacher permit or be in application process. Must have experience working in a early care group setting (infant, toddler and/or preschool) Preferred qualifications: AA in Early Childhood Education/Child Development or related field; California Department of Education Child Development Permit - Teacher Level or higher. Experience in a full day child care setting in a teaching capacity. Familiarity Title V, CA Dept. of Ed. Desired Results requirements, NAEYC Accreditation guidelines & developmentally appropriate practices. CPR and First Aid certification. Satisfactory completion of a fingerprint background check. Acceptable Statement of Health to include negative TB test results upon hire and updated every 2 years. Valid certification in pediatric CPR and First Aid upon hire or within one month of hire. Clear criminal background check.					

Retention: As long as job is active  
71485-220  
3380  
SH2054R0992

14. ESSENTIAL DUTIES OF THE JOB

PERCENT OF TIME (Time of all duties must add up to 100%)	FREQUENCY (daily, weekly, monthly, quarterly, yearly)	ESSENTIAL DUTIES* (List in order of importance)
70	Daily	<p>Classroom programming</p> <p>a. Program follows accreditation criteria established by the National Association for the Education of Young Children. The University Children's Center philosophy and goals are followed in all areas of the curriculum and interaction. In addition, Resources for Infant Educators (RIE) philosophy is incorporated into the Infant and Toddler program.</p> <p>1. A balanced daily schedule is implemented that includes opportunities for indoor and outdoor activities, quiet and active periods, individual, small or large group play, and meeting personal needs (resting, eating and toileting).</p> <p>2. Developmentally appropriate activities are planned and implemented. Indoor and outdoor environments are thoughtfully planned to provide rich, warm and diverse learning setting. Choices are regularly available in, but not limited to, the following curriculum areas: science, art, sensory, diversity, small and large motor skills, cooking, language arts, dramatic play and problem-solving.</p> <p>3. Infant classrooms employ a "primary caregiver" model for all aspects of teacher-child interaction, especially feeding, diapering, comforting and napping. Preschool and toddler teachers assume primary responsibility for a small group of children and their families (assessments, parent communication)</p> <p>4. Meet weekly with Lead teacher to jointly plan curriculum; refer to children's individual goals in planning. Weekly activity sheet must identify a minimum of one activity per Desired Results outcomes. Plans/modifications of activities that address both Foundations and Extensions must be specified for each Desired Result outcome that is identified. If one activity cannot provide both foundation and extension opportunities for an outcome, an additional activity must be identified.</p> <p>a. Post written activity plans on parent board at the beginning of each week; submit them to program coordinator monthly. Copy and retain as needed for NAEYC Accreditation 'Classroom Portfolio' evidence.</p> <p>b. Involve teacher assistants in supervising activities.</p> <p>5. Maintain a safe and healthy environment within guidelines established by State Licensing. Be knowledgeable of and follow State Licensing guidelines at all times.</p> <p>6. Work daily with time allocated proportionately between classroom and preparation time on a weekly basis.</p> <p>Establish a cooperative relationship with parents of children in the assigned group.</p> <p>a. Orient parents who are new to the Center. Coordinate with lead teacher to complete a personal information interview with parents prior to the child's first day of attendance.</p> <p>b. Interact daily with parents. Give brief verbal reports and written notices when necessary.</p> <p>c. In conjunction with lead teacher, conduct parent conferences. Document each conference. Submit conference documentation to Program Coordinators within one week of conference.</p> <p>Assume Lead Teacher duties in her/his absence</p>
10	Daily	<p>Supervision</p> <p>1) Assist lead teacher in supervision of classroom teaching staff.</p> <p>a. Orient new teaching staff to the group. Work with lead teacher to provide on-the-job training for all classroom personnel and volunteers.</p> <p>b. Assist lead teacher in completion of performance evaluations for new Teacher Assistants quarterly, and for returning Teacher Assistants as needed.</p> <p>c. Involve teacher assistants in supervising activities and in jointly planning activities as appropriate.</p> <p>2) Facilitate Peer Mentor Teacher Assistant communication and supervision. Collect contact sheets from Peer Mentors, review and make suggestions as needed. Update Program Coordinator and Lead Teachers as needed.</p> <p>3) Plan and conduct 1 quarterly teacher assistant orientation with input from Lead Teacher. Involve Peer Mentors in individual classroom orientation presentations.</p> <p>4) Assume lead teacher duties in her/his absence.</p>

\*See back page for further explanation of these categories.

**14. ESSENTIAL DUTIES OF THE JOB**

<b>PERCENT OF TIME</b> (Time of all duties must add up to 100%)	<b>FREQUENCY</b> (daily, weekly, monthly, quarterly, yearly)	<b>ESSENTIAL DUTIES* (List in order of importance)</b>
5	Daily	<p>Child Assessment                      In collaboration with the lead teacher, provide authentic assessments for each child. Authentic Assessment shall be comprised of ongoing collection including but not limited to: anecdotal records, parent reports, child 'work' samples, annotated photos and additional assessments by resource specialists, CDE Desired Results Developmental Profile (DRDP).</p> <p>DRDP must be completed within CDE specified time frames and frequencies. DRDP summary sheet shall identify goals by DR outcome; include specific activities to address goals. Summary sheet shall be given to families 2x/yr during family conference. Activity plans must include suggested activities.</p>
10	Daily	<p>Program and Professional Development</p> <p>1) In collaboration with Center staff, fulfill obligations for maintaining NAEYC accreditation, CDE mandates, California Dept. of Social Services licensing requirements, UCSB and other program documentation.</p> <p>a. Complete ITERS/ECERS annually. Review with Lead Teacher. Plan and implement changes as necessary.</p> <p>b. Be cognizant of Center CDE Program Action Plan. Implement as appropriate. Be knowledgeable of NAEYC Standards and Criteria especially 'Relationships', 'Curriculum', 'Teaching' and 'Health and Safety'.</p> <p>c. Complete NAYEC Classroom Observation form as required. Review with Lead Teacher. Plan and implement changes as necessary.</p> <p>d. In conjunction with Lead Teacher maintain NAEYC Classroom portfolio by updating evidence annually through ongoing collection. Make available to parents.</p> <p>2) Participate and contribute to program and personal development</p> <p>a. Attend Teacher staff meetings. Give input on long and short range planning for the Center and individual classes.</p> <p>b. Attend additional evening Staff Development meetings as required.</p> <p>c. Attend other meetings as requested (parent education, open house, etc.)</p> <p>d. Attend one Parent Work Day annually</p> <p>e. Set annual professional and program goals with program Coordinator.</p> <p>f. Meet with Program Coordinator/Lead Teacher on an as needed basis to evaluate, plan and problem-solve class and center issues.</p> <p>g. Work with Lead Teacher to submit documentation to Coordinators on a timely basis. Documentation may include, but is not limited to: meal counts, parent conference forms, assessments, daily activity sheets, special needs forms, petty cash, and professional goals.</p> <p>h. Continue ongoing professional development. Complete required hours to maintain Child Development Permit. Present information to fellow staff during Center staff meetings.</p> <p>i. Assume lead teacher duties in his/her absence.</p>
5	Daily	Perform other duties as assigned

\*See back page for further explanation of these categories.

**15. NON-ESSENTIAL DUTIES OF THE JOB**

PERCENT OF TIME	FREQUENCY (d,w,m,q,y)	NON-ESSENTIAL DUTIES

**16. REQUIREMENTS:** To comply with the Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified individuals on the basis of disability, it is necessary to specify the physical, mental and environmental conditions of the Essential Duties of the job. Use these codes to complete this section: "F" for frequently; "O" for occasionally; "N" for not at all.

**PHYSICAL**

On the job the employee must:

- ( F ) Bend      ( O ) Sit
- ( F ) Squat     ( F ) Stand
- ( F ) Crawl     ( F ) Walk
- ( O ) Climb     ( F ) Push/Pull
- ( F ) Kneel
- ( F ) Handle objects (manual dexterity)
- ( O ) Reach above shoulder level
- ( F ) Use fine finger movements
- ( N ) Other \_\_\_\_\_

Must carry/lift loads of:

- ( F ) Light (up to 25lbs.)
- ( F ) Moderate (25-50lbs.)
- ( O ) Heavy (over 50lbs.)

**MENTAL**

On the job the employee must be able to:

- ( F ) Read/comprehend
- ( F ) Write
- ( O ) Perform calculations
- ( F ) Communicate orally
- ( F ) Reason and analyze
- ( ) Other \_\_\_\_\_

**ENVIRONMENTAL**

On the job the employee:

- ( N ) Is exposed to excessive noise
- ( N ) Is around moving machinery
- ( N ) Is exposed to marked changes in temperature and/or humidity
- ( N ) Is exposed to dust, fumes, gases, radiation, microwave (circle)
- ( N ) Drives motorized equipment
- ( N ) Works in confined quarters
- ( N ) Other \_\_\_\_\_

**17. SPECIAL CONDITIONS OF EMPLOYMENT (Licenses, certificates, credentials, bondability, altered work schedules, furloughs, travel, etc.)**

12 units Early Childhood Education/Child Development. Previous experience working with children in a preschool or infant/toddler setting. Knowledge of NAEYC Developmentally Appropriate Practices guidelines and principles. CPR and First Aid certification preferred.

Special Conditions: Successful completion of background check including fingerprint clearance. Acceptable Statement of Health to include negative TB test results.

<b>18.</b>	<b>19.</b>	<b>20.</b>
_____ Employee's Signature	_____ Supervisor's Signature	_____ Department Head's Signature
_____ Date	_____ Date	_____ Date

**UNIVERSITY OF CALIFORNIA, SANTA BARBARA**

**JOB DESCRIPTION**

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	TITLE CODE	EFFECTIVE DATE	CBU: ERC:	DATE	INITIALS
<b>NEW POSITION/REPLACEMENT</b>		TEMP. RECLASS ( ) TEMP. STIPEND ( )		PROVISION NUMBER	
1. ( ) Recruitment ( ) Review ( ) Reclassification ( ) Update of Job Description			2. a. SALARY RATE b. PERCENT OF TIME		
3. EMPLOYEE NAME			5. CURRENT PAYROLL TITLE SAO I (4354)		
5. DEPARTMENT/DIVISION Orfalea Family Children's Center		6. WORK LOCATION UCSB West Campus		7. WORKING TITLE (IF DIFFERENT) Lead Teacher	
10. NAME OF SUPERVISOR Theresa Embry / Patricia Nixon /Marina Nolte		11. SUPERVISOR'S PAYROLL TITLE SAOIII		10. NAME OF DEPARTMENT HEAD Leslie Voss	
11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories) Indicate the type of supervision the incumbent will receive after the training/orientation period. Close Supervision ( ) Supervision (x) General Supervision (X) Direction ( ) General Direction ( )					
12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED			PAYROLL TITLE		FTE
Teachers			CDC Teacher I		
Teachers			CDC Assistant		
Teacher Assistants			Assistant I (UCSB students)		
Volunteers			Assistant I (UCSB students)		
Volunteers			Recreational Program Instructor		
13. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES  Under general supervision of the Program Coordinator, assumes responsibility for planning and implementing a quality program for one specific group of children and parents. Works cooperatively with other staff to coordinate program for entire center. Hold a Child Development Master Teacher Certificate or Regular Children's Center Permit or equivalent.					

Retention: As long as job is activ

**14. ESSENTIAL DUTIES OF THE JOB**

PERCENT OF TIME (Time of all duties must add up to 100%)	FREQUENCY (daily, weekly, monthly, quarterly, yearly)	ESSENTIAL DUTIES* (List in order of importance)
85%	<p>Daily</p> <p>Weekly</p> <p>Daily</p> <p>Daily</p> <p>Annually</p> <p>Quarterly</p> <p>Daily</p>	<p>Work daily with time allocated proportionately between preparation time and classroom time.</p> <p><b>Initiate, plan and implement quality classroom programming for children.</b></p> <p>a. Program follows accreditation criteria established by the national Association for the Education of Young children. The University children’s Center philosophy and goals are followed in all areas of the curriculum and interaction. In addition, Resources for Infant Educators (RIE) philosophy is incorporated into the Infant and Toddler program.</p> <ol style="list-style-type: none"> <li>1. A balanced daily schedule is implemented that includes opportunities for indoor and outdoor activities, quiet and active periods, individual, small or large group play, and meeting persona needs (resting, eating and toileting).</li> <li>2. Developmentally appropriate activities are planned and implemented. Indoor and outdoor environments are thoughtfully planned to provide rich, warm and diverse learning setting. Choices are regularly available in, but not limited to, the following curriculum areas: science, art, sensory, diversity, small and large motor skills, cooking, language arts, dramatic play and problem-solving.</li> <li>3. Infant classrooms employ a “primary caregiver” model for all aspects of teacher-child interaction, especially feeding, diapering, comforting and napping.</li> </ol> <p>b. Written plans are posted on parent board and submitted to program coordinator on a monthly basis. Individual needs, as identified in assessments, are incorporated into the curriculum plans.</p> <p>c. Involve classroom teacher and teacher assistants in planning and supervising activities. Meet weekly with teacher to coordinate classroom curriculum and to evaluate children’s individual needs.</p> <p>d. Maintain a safe and healthy environment within guidelines established by State Licensing. Be knowledgeable of and follow State Licensing guidelines at all times.</p> <p>e. Provide an annual written assessment of each child using the assessment tool chosen by the staff. Frequency of assessment based on NAEYC accreditation criteria, Title 22, and GCC mandates. Copies of assessments are submitted to program coordinators upon completion.</p> <p>f. Maintain children’s classroom files. Files should include, but need not be limited to, the following documentation: intake interview, parent conferences, accident reports, medicine permission slips, special needs form, assessments, portfolio (art work, anecdotal observations, photos, dictations, etc.).</p> <p><b>Supervise classroom teaching staff.</b></p> <p>a. Orient new teaching staff to the group.</p> <ol style="list-style-type: none"> <li>1. Plan and conduct quarterly teacher assistant in0-service training in conjunction with other Lead Teachers.</li> </ol> <p>b. Provide on-the-job training for all classroom personnel and volunteers.</p>

\*See back page for further explanation of these categor

**14. ESSENTIAL DUTIES OF THE JOB**

PERCENT OF TIME (Time of all duties must add up to 100%)	FREQUENCY (daily, weekly, monthly, quarterly, yearly)	ESSENTIAL DUTIES* (List in order of importance)
15%	Quarterly/Annually  Weekly  Quarterly  Daily Semi-annually  Monthly  Quarterly  Weekly  Quarterly Quarterly Quarterly Weekly Daily Annually Monthly  Weekly  Quarterly	c. Perform performance evaluation for classroom Teacher annually, for new Teacher Assistants quarterly, and for returning Teacher Assistants as needed.  d. Meet with classroom Teacher to provide support for professional growth.  <b>Establish a cooperative relationship with parents of children in the assigned group.</b>  a. Orient parents who are new to the Center. Complete a personal information interview with parents prior to the child's first day of attendance.  b. Interact daily with parents. Give brief verbal reports and written notices when necessary.  c. Hold two scheduled parent conferences per year with each family. Be available for additional conferences at parents' request. Document each conference. Submit conference documentation to Program Coordinators within one week of conference.  d. Maintain classroom parent information board that includes but is not limited to: copy of daily schedule and weekly activity plans.  e. Write a classroom newsletter each quarter.  <b>Work cooperatively with other staff to coordinate program for individual class and entire center.</b>  a. Attend Lead Teacher staff meetings. Give input on long and short range planning for the Center and individual classes.  b. Attend additional evening Staff Development meetings as required.  c. Attend other meetings as requested (parent education, open house, etc.)  d. Participate in organizing Parent Work Days. Attend one Parent Work Day annually.  e. Serve as a liaison between Program Coordinator, Teachers and Teacher Assistants.  f. Fulfill obligations for maintaining National Academy of Early Childhood Programs accreditation.  g. Set annual professional and classroom goals with program Coordinator.  h. Meet with Program Coordinator monthly and as needed basis to evaluate, plan and problem-solve class and center issues.  i. Submit documentation to Coordinators on a timely basis. Documentation may include, but is not limited to: parent conference forms, assessments, daily activity sheets, special needs forms, petty cash, professional goals, and newsletters.  j. Continue ongoing professional development. Complete required hours to maintain Child Development Permit.  k. With Center administrators participate in an annual program evaluation and goal setting  l. process.

**15. NON-ESSENTIAL DUTIES OF THE JOB**



PERCENT OF TIME	FREQUENCY (d,w,m,q,y)	NON-ESSENTIAL DUTIES

**16. REQUIREMENTS:** To comply with the Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified individuals on the basis of disability, it is necessary to specify the physical, mental and environmental conditions of the Essential Duties of the job. Use these codes to complete this section: "F" for frequently; "O" for occasionally; "N" for not at all.

PHYSICAL	MENTAL	ENVIRONMENTAL
<p><b>On the job the employee must:</b></p> <p>( F ) Bend      ( O ) Sit  ( F ) Squat    ( F ) Stand  ( F ) Crawl    ( F ) Walk  ( O ) Climb    ( F ) Push/Pull  ( F ) Kneel  ( F ) Handle objects (manual dexterity)  ( O ) Reach above shoulder level  ( F ) Use fine finger movements  ( N ) Other _____</p> <p><b>Must carry/lift loads of:</b>  ( F ) Light (up to 25lbs.)  ( F ) Moderate (25-50lbs.)  ( O ) Heavy (over 50lbs.)</p>	<p><b>On the job the employee must be able to:</b></p> <p>( F ) Read/comprehend  ( F ) Write  ( O ) Perform calculations  ( F ) Communicate orally  ( F ) Reason and analyze  ( ) Other _____</p>	<p><b>On the job the employee:</b></p> <p>( N ) Is exposed to excessive noise  ( N ) Is around moving machinery  ( N ) Is exposed to marked changes in temperature and/or humidity  ( N ) Is exposed to dust, fumes, gases, radiation, microwave (circle)  ( N ) Drives motorized equipment  ( N ) Works in confined quarters  ( N ) Other _____</p>

**17. SPECIAL CONDITIONS OF EMPLOYMENT (Licenses, certificates, credentials, bondability, altered work schedules, furloughs, travel, etc.)**

Hold a Child Development Master Teacher Certificate or Regular Children's Center Permit or equivalent. Minimum of 3 units in Infant / Toddler development or willingness to enroll in class concurrent to employment,. Previous experience working with children in a preschool or infant/toddler setting. Knowledge of NAEYC Developmentally Appropriate Practices guidelines and principles. AA/BA in ECE or related field desirable.

Special Conditions: Successful completion of background check including fingerprint clearance. Acceptable Statement of Health to include negative TB test results.

<p><b>18.</b></p> <p>_____</p> <p>Employee's Signature</p> <p>_____</p> <p>Date</p>	<p><b>19.</b></p> <p>_____</p> <p>Supervisor's Signature</p> <p>_____</p> <p>Date</p>	<p><b>20.</b></p> <p>_____</p> <p>Department Head's Signature</p> <p>_____</p> <p>Date</p>
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## Classroom Documentation Check List

Child's Name					photos	Anecdotal Notes	Language sample	Drawing/ writing sample	Art

### Classroom Information Sheet

Name & Date	Medications	Allergies	Sleep Routines	Toilet/ Diapering	Other

\* To be placed on the inside of bathroom cabinet where medications are kept (as confidential) and used as a communication log between teachers and support teachers at shift transitions. For food allergies, please see list posted in food prep area of classroom.

## Food Allergy / Sensitivity Preference List

Classroom \_\_\_\_\_

The children listed below have an allergy, sensitivity or food preference for the food(s) listed below. Talk with parent to ensure that they have completed a "consent to post" form. If the child does ingest a food he/she is allergic to, please notify parent immediately. (Update this list as needed or every 6 months)

CHILD'S NAME	FOOD ITEMS	DATE

# Activity Plan

Class: \_\_\_\_\_

Week of: \_\_\_\_\_

<b>Monday</b>		<b>Notes:</b>
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		

Curriculum is designed, in part, to promote and extend these outcomes\* of well-being for children:

Children are personally and socially competent (❤️ - heart)

Children show physical and motor competence (✋ - hand)

Children are effective learners (⭐ - star)

Children are safe and healthy (🌸 - flower)

\* Framework of the California Department of Education Desired Results for Children

## TIME OFF REQUEST

NAME: \_\_\_\_\_ TODAY'S DATE: \_\_\_\_\_

I AM REQUESTING THE FOLLOWING TIME OFF:

DATE: \_\_\_\_\_

FULL DAY(S) or

PARTIAL DAY FROM THE HOURS OF \_\_\_\_\_ TO \_\_\_\_\_

ON MY TIMECARD I PLAN TO USE:

VACATION

SICK

COMP TIME

HAVE YOU ACCRUED ENOUGH VACATION/SICK/COMP TIME?

YES

NO

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

Please remember: If you do not have enough vacation / comp accrued to cover your entire request, the request may not be granted.

# Orfalea Family Children's Center Teacher Assistant Quarterly Evaluation

One copy of this form is to be completed by the Teacher Assistant as a self-evaluation and one copy by the supervising Lead Teacher as performance appraisal. Be sure to include an appropriate example or comment for each rating. Upon completion of the forms an appointment will be set for comparison and discussion of ratings between Lead Teachers and Teacher Assistant. Lead Teacher recommendation based on this evaluation serves as the primary basis for rehiring.

Please give a copy of each completed evaluation form to the Teacher Assistant and Program Coordinator.

\*\*\*\*\*

T.A. Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**CLASSROOM RESPONSIBILITIES:**

1. Does Teacher Assistant engage with the children in the activities planned by the classroom Teachers? Is she/he available to children to expand their play, when conflicts arise or materials are needed?

Example/comments:

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2. Are discipline situations handled appropriately and in keeping with our philosophy?

Example/comments:

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3. Does Teacher Assistant participate in general maintenance of the classroom environment: activity clean up, washing of toys and dishes, sweeping patios etc.?

Example/comments:

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4. Is Teacher Assistant able to take initiative and work independently? Does she/he respond positively to Teacher comments and feedback?

Example/comments:

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**DEPENDABILITY:**

5. Does Teacher Assistant adhere to classroom schedule and arrive on time?

Example/comments:

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6. Does Teacher Assistant keep absenteeism to a minimum, arrange for a substitute when needed and inform the classroom Teacher and Coordinators of arrangements made?

Example/comments:

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**OVERALL IMPRESSIONS:**

7. Does Teacher Assistant enjoy working at the Center? Does she/he maintain friendly interactions with children, parents and other staff members? Does she/he act professionally?

Example / comments:

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University of California, Santa Barbara  
**PERFORMANCE EVALUATION**

Employee's Name:	Department: <b>Children's Center</b>	Division: <b>Student Affairs</b>
Payroll Title (Class): <b>CDC Teacher II</b>	Period Covered By This Evaluation:	
Supervisor's Name:	Supervisor's Title:	Length of Time in position (Please Circle): (0 - 1 yrs)      (1 - 5 yrs)      (5+ yrs)

**EVALUATION STANDARDS:** Please rate each job function according to the following definitions:

**1 - LEVEL I:** Demonstrates a high degree of expertise and mastery in all aspects of the position in a professional manner.

**2 - LEVEL II:** Fully performs the entire range of duties in a professional manner.

**3 - LEVEL III:** Generally performs essential duties satisfactorily.

**4 - LEVEL IV:** Does not perform essential duties in a satisfactory manner.

**I. JOB FUNCTION REVIEW:** Please rate each job function, as listed on the current job description, by its order of importance and percentage of time performed. If a factor clearly does not apply to a job function, place a line through the relevant box.

<b>PERFORMANCE FACTORS</b> (see attached for description of factors)										
Order of Import.	% of Job	Job Functions (Non-Supervisory)	Job Knowledge	Quality	Planning & Organiz.	Productivity	Initiative	Team Work	Customer Service	Function Rating
1	85	In conjunction w/lead teacher, plans and implements a dev. app. curriculum. Follows NAEYC accreditation criteria and RIE philosophy.								
		Teacher child interactions are respectful. Infant teachers employ a primary caregiver model for all aspects of teacher-child interactions. Toddlers, Preschool and After-school teachers develop individual relationships with each child in their care.								
		Works cooperatively with other staff to coordinate program for individual class and entire center. Is reliable and dependable.								
		Has respectful, professional and appropriate interactions with parents. In conjunction with lead teachers, conducts parent conferences. Leads and documents a third of the conferences. Writes one newsletter per year.								
		Has primary responsibility for maintaining, organizing and updating children's classrooms files including portfolios. Regularly contributes quarterly anecdotal notes and portfolio entries for all areas of development. Completes one-third of formal assessments and reviews with lead teacher.								
		Actively participates in staff development meetings and events. Sets and actively pursues professional goals.								

**SUPERVISORY PERFORMANCE FACTORS** (see attached for description of factors)

Order of Import.	% of Job	Supervisory Job Functions	Leadership	Delegating	Devel. of Subord.	Managing					Function Rating
2	15	Provides on the job training to teacher assistants. Assists lead teacher in completion of t.a. evaluations. Conducts teacher assistant orientation.									

<p><b>II. OVERALL EVALUATION OF PERFORMANCE:</b> Overall performance is a summary rating of the individual job functions as measured by performance factors. The overall rating for each function should be reviewed and an average rating determined. Performance factors can also be reviewed across functions to determine strengths and weaknesses by factor.</p>	Overall Rating:
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**III. COMMENTS SUPPORTING THE OVERALL EVALUATION:** (If you need more space, please attach an additional page under the heading of "Section III".)

**IV. FUTURE PLANS/ACTIONS:** Discuss future growth (if appropriate) and other plans/actions dictated by the evaluation. (If you need more space, please attach an additional page under the heading of "Section IV".)

**V. EMPLOYEE COMMENTS:** (If you need more space, please attach an additional page under the heading of "Section V")

<b>SIGNATURE OF IMMEDIATE SUPERVISOR</b>	<b>DATE</b>	<b>EMPLOYEE'S SIGNATURE:</b> Your signature indicates neither agreement nor disagreement with the evaluation, but it does indicate that you have read the evaluation, and it has been discussed with you. If you wish, you may comment in the space above.	
<b>ADDITIONAL SIGNATURES</b>	<b>DATE</b>		
<b>DEPARTMENT HEAD SIGNATURE</b>	<b>DATE</b>	<b>SIGNATURE</b>	<b>DATE</b>

CORE EVAL 8/97

## PERFORMANCE FACTORS

**NOTE:** This matrix is to be used as an aid or set of guidelines when evaluating an employee or team. Its purpose is to give examples which illustrate distinctions between performance factors. CORE EVAL 8/97

PERF FACTOR	FACTOR DESCRIPTION	LEVEL I PROFILE	LEVEL II PROFILE	LEVEL III PROFILE	LEVEL IV PROFILE
<b>DEFINITIONS</b>		Demonstrates a high degree of expertise and mastery in all aspects of the position.	Fully performs the entire range of duties in a professional manner.	Generally performs essential duties satisfactorily.	Does not perform essential duties in a satisfactory manner.
<b>JOB KNOWLEDGE</b>	Evaluate the use of information, procedures, materials, equipment and techniques, etc., required for current job.	Mastery over all essential skills and knowledge needed to perform the job. Seen by others as an expert resource; understands the 'big picture' and specific details. In the forefront of new developments in the field.	Applies knowledge and skills in a thorough, comprehensive manner. Researches and analyzes problems utilizing a variety of informational resources.	Applies requisite skills and knowledge in a satisfactory manner.	Does not apply basic skills and knowledge in a satisfactory manner. Work is marred by inconsistencies and misapplications.
<b>QUALITY</b>	Evaluate the accuracy, completeness, and follow-through of work. Also, consider compliance with work and health and safety rules and procedures.	Work exhibits a high degree of thoroughness, accuracy, and timeliness. Finishes assignments in time to review results and anticipate revisions before final products. Quickly gets to the heart of problems. In the conduct of assignments, often develops new efficiencies that save time and resources.	Work is accurate, thorough and timely, addresses problems or issues clearly, and is well thought out. Anticipates alternative ways to accomplish work and promote efficiencies.	Work is accurate, thorough, and timely.	Work is untimely, inaccurate and incomplete. Lapses in important assignments.
<b>PLANNING AND ORGANIZING</b>	Consider areas such as varying work demands, developing efficient methods, setting goals and objectives, establishing priorities, and utilizing available resources.	Excellent at setting realistic and effective goals and priorities and steps to reach them, including contingency planning. Strategically uses resources to optimally support planning effort. Able to quickly balance priorities against work demands in both daily schedules and crisis situations. Aware of impact on others contributions, time commitments, and resources.	Sets clear and realistic goals and priorities and contingency plans. Able to balance daily and crisis work demands with priorities. Aware of impact on others contributions, time commitments and resources.	Sets adequate goals and priorities and allocates time and resources to meet them.	Does not set goals and priorities or use resources effectively. Problems aligning and integrating goals and resources. Impact on others time and resources is not clearly or realistically understood.
<b>PRODUCTIVITY</b>	Evaluate the volume and timeliness of work based on the requirements of the job.	Creatively uses time and resources to produce results quickly, efficiently and effectively. Adept at establishing priorities, assimilating new and complex information and using it expertly to perform assignments.	Sets priorities, uses resources creatively to accomplish all assignments in a timely and effective manner.	Work produced meets customers needs within available resources.	Work is performed at low levels of efficiency. Dependent on others to complete basic tasks. Work is not well prioritized or resources are not used effectively. Results of work are too slow or incomplete.
<b>INITIATIVE</b>	Consider the self-starting ability, resourcefulness, and creativity as applied to the duties of the position.	Routinely anticipates problems and takes the lead in their timely and often innovative resolutions. Broadly defines responsibilities of the job and committed to continuous self-development and improvement.	Provides alternatives in a timely manner to resolve both existing and potential problems. Occasionally provides new approaches to problem solving that show initiative and innovation.	Uses standard approaches to resolve problems.	Does not anticipate or take the lead on problems. Rarely anticipates important future problems.
<b>TEAM WORK</b>	Consider relationships with other employees, students, and faculty and willingness to help others accomplish tasks.	Performs duties with others using collaboration skills. Is open minded, supportive, and shows genuine interest in others ideas and their applications. Anticipates and manages conflict insightfully. Is well respected by group/team members for content and process abilities.	Actively works in a positive and open way with groups/teams. Deals with conflict in a direct and clear manner. Is able to be objective and fair in assessing value of contributions.	Contributes to the work of groups/teams.	Does not work cooperatively with internal and external clients. Problems in working with others in a positive, supportive, and productive way.
<b>CUSTOMER SRVC.</b>	Consider ability to communicate with internal and external clients in a helpful and informative manner.	Sets a high standard for conscientious, courteous, and enthusiastic service to internal and external clients/customers. Anticipates clients needs and delivers services in a consistently timely, accurate, and friendly manner. Takes responsibility for problems and quickly resolves.	Provides internal and external clients with complete and full information in a timely, accurate, and courteous manner. Takes responsibility for problems and provides solutions. Attitude is helpful and courteous.	Services are on-time and accurate.	Services are often not delivered. Consistency and timeliness are problematic. Tends to not take responsibility for actions. Lapses in timeliness, completeness, or taking responsibility for problems.

## SUPERVISORY PERFORMANCE FACTORS

**NOTE:** This matrix is to be used as an aid or set of guidelines when evaluating an employee or team. Its purpose is to give examples which illustrate distinctions between performance factors. CORE EVAL 8/97

PERF. FACTOR	FACTOR DESCRIPTION	LEVEL I PROFILE	LEVEL II PROFILE	LEVEL III PROFILE	LEVEL IV PROFILE
<b>DEFINITIONS</b>		Demonstrates a high degree of expertise and mastery in all aspects of the position.	Fully performs the entire range of duties in a professional manner.	Generally performs essential duties satisfactorily.	Does not perform essential duties in a satisfactory manner.
<b>LEADERSHIP</b>	Setting realistic standards; encouraging efficient, productive performance; providing good managerial example; inspiring enthusiasm for professional goals, interpersonal communication skills, etc.	Tackles tough issues strategically, decisively and fairly. Looks for common purpose in discussions and uses persuasion creatively and effectively to achieve results. Establishes high standards of performance and sets an example for others to follow. Follows through on commitments to others. Acts in an evenhanded manner to all staff.	Addresses difficult issues in a timely and judicious way. Stays cool under pressure, and keeps commitments to others. Is fair to staff and non-biased. Follows through in commitments to others.	Sets adequate standards of performance and a common sense of purpose. Addresses difficult or complex personnel and work problems in a timely way.	Has difficulty in decision making. Performance standards for staff are poorly done or not established at all.
<b>DELEGATING</b>	Consider areas such as utilizing capabilities of people and resources, distributing work, and regulating work flow.	Skilled in delegating assignments effectively, and always acknowledges the contributions of others. Is exceptional in defining roles and assignments to promote maximum efficiency. Collaborates in getting work accomplished based on sensitivity to and understanding of the talents and abilities of staff.	Delegates effectively and is generally clear in defining roles and assignments. Is aware of talents of staff and uses them efficiently.	Delegates duties consistently, fairly, and effectively. Defines roles in the organization.	Delegations are confused, inconsistent and ineffective. Improvement is needed in either micro-managing or taking too distant of a supervisory approach resulting in over/under delegations.
<b>DEVELOPMENT OF SUBORDINATES</b>	Rate aspects such as providing career development resources and offering guidance, communicating priorities, goals, and objectives, giving clear task instructions, and completing performance evaluations for staff.	Through strategic hiring and assignment of duties, builds a diverse, talented and effective team of co-workers. Offers regular and constructive feedback, a complete performance management approach to evaluations, addresses and assists staff with their developmental needs, and challenges staff to grow and develop new skills and abilities.	Provides constructive feedback, regular performance evaluations, and encourages developmental needs of staff. Makes careful decisions on hiring competent staff and the assignment of new duties.	Gives performance related feedback and evaluations according to campus guidelines.	Inattentive to needs of staff. At times, evaluations are missed or incomplete and development needs of staff are overlooked.
<b>MANAGING</b>	Consider areas such as insuring that assignments are completed accurately and on time, setting priorities, goals, and objectives, etc.	Sets clear, effective long and short term goals based on a good understanding of management practices. Establishes realistic priorities within available resources. Excels in managing complex projects and balancing workloads to achieve results. Uses quality management or other ways to continuously create new efficiencies.	Sets clear goals and priorities within available resources. Is able to effectively balance project needs with daily work assignments. Able to achieve key results in a timely way.	Sets satisfactory goals and delineates roles within the organization.	Does not set goals or use resources effectively. Improvement is needed in meeting deadlines, tracking details, and resolving conflicting use of staff and fiscal resources.

University of California, Santa Barbara  
**PERFORMANCE EVALUATION**

Employee's Name:	Department: Orfalea Family Children's Center at UCSB	Division: Student Affairs
Payroll Title (Class): SAO1 Lead Teacher		Period Covered By This Evaluation:
Supervisor's Name:	Supervisor's Title: SAOIII – Program Coordinator	Length of Time in position (Please Circle): (0 - 1 yrs)      (1 - 5 yrs)      (5+ yrs)

**EVALUATION STANDARDS:** Please rate each job function according to the following definitions:

**1 - LEVEL I:** Demonstrates a high degree of expertise and mastery in all aspects of the position in a professional manner.

**2 - LEVEL II:** Fully performs the entire range of duties in a professional manner.

**3 - LEVEL III:** Generally performs essential duties satisfactorily.

**4 - LEVEL IV:** Does not perform essential duties in a satisfactory manner.

**I. JOB FUNCTION REVIEW:** Please rate each job function, as listed on the current job description, by its order of importance and percentage of time performed. If a factor clearly does not apply to a job function, place a line through the relevant box.

<b>PERFORMANCE FACTORS</b> (see attached for description of factors)										
Order of Import.	% of Job	Job Functions (Non-Supervisory)	Job Knowledge	Quality	Planning & Organiz.	Productivity	Initiative	Team Work	Customer Service	Function Rating
1	85	The classroom program meets and reflects NAEYC criteria, DAP, RIE and State regulations and includes positive guidance, balanced schedules, nurturing care routines, indoor/outdoor, quiet/active, individual/group activities								
		A safe, healthy, welcoming, diverse environment is provided that supports the physical, emotional and cognitive needs of every child in accordance with State regulations and NAEYC criteria.								
		Cooperative relationships are established and maintained with parents by daily communication, intake conferences, parent boards, newsletters, social events and parent conferences.								
		Interactions with children are respectful, sensitive, warm and accepting of individual strengths and challenges.								
		Written documentation is completed in a professional and timely manner (including but not limited to portfolios, assessments, activity plans, evaluations, petty cash, and food program).								
		The overall Center is promoted through participation in staff meetings, willingness to be flexible, supporting colleagues and developing professional goals.								

**SUPERVISORY PERFORMANCE FACTORS** (see attached for description of factors)

Order of Import.	% of Job	Supervisory Job Functions	Leader-ship	Delega-ting	Devel. of Subord.	Managing					Function Rating
2	15	A working relationship with program coordinator, teachers and teacher assistants will be established and maintained.									
		Provide on the job training for teachers and teacher assistants									
		Supervise, support and evaluate teachers and teacher assistants.									

<p><b>II. OVERALL EVALUATION OF PERFORMANCE:</b> Overall performance is a summary rating of the individual job functions as measured by performance factors. The overall rating for each function should be reviewed and an average rating determined. Performance factors can also be reviewed across functions to determine strengths and weaknesses by factor.</p>	Overall Rating:
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**III. COMMENTS SUPPORTING THE OVERALL EVALUATION:** (If you need more space, please attach an additional page under the heading of "Section III".)

**IV. FUTURE PLANS/ACTIONS:** Discuss future growth (if appropriate) and other plans/actions dictated by the evaluation. (If you need more space, please attach an additional page under the heading of "Section IV".)

**V. EMPLOYEE COMMENTS:** (If you need more space, please attach an additional page under the heading of "Section V")

<b>SIGNATURE OF IMMEDIATE SUPERVISOR</b>	<b>DATE</b>	<b>EMPLOYEE'S SIGNATURE:</b> Your signature indicates neither agreement nor disagreement with the evaluation, but it does indicate that you have read the evaluation, and it has been discussed with you. If you wish, you may comment in the space above.
<b>ADDITIONAL SIGNATURES</b>	<b>DATE</b>	
<b>DEPARTMENT HEAD SIGNATURE</b>	<b>DATE</b>	<b>SIGNATURE</b> <b>DATE</b>

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