



# **Family Advocate Performance Evaluation**

## PERFORMANCE EVALUATION AND GOAL DEVELOPMENT

Employee:	Position: <b>Family Advocate</b>	Appraisal Date:			
Program: <b>Head Start</b>	Center:	Supervisor:			
<b>INSTRUCTIONS</b>		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Annual</td> <td style="padding: 2px;">Introductory</td> <td style="padding: 2px;">Interim</td> </tr> </table>	Annual	Introductory	Interim
Annual	Introductory	Interim			
<p>A-B-C = Outcomes 1-2-3 = Competencies</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Required: Use the indicators in the Performance Guide to evaluate.</b></p> </div> <p><b>Ratings:</b>  <b>Exemplary</b> – Meets all competency indicators in the Performance Guide for Acceptable and Exemplary ratings  <b>Acceptable</b> – Meets all indicators in the Performance Guide for an Acceptable rating  <b>Marginal</b> – Meet all indicators in the Performance Guide for a Marginal rating  <b>Unacceptable</b> – Does not meet minimum requirements for the indicators</p> <ul style="list-style-type: none"> <li>In order to receive a rating of Acceptable, the employee must meet every indicator for that level of competency; this system also applies for the Marginal and Unacceptable ratings. If they meet all indicators for Acceptable and Exemplary, then they are to be rated as exemplary.</li> <li>If any competency receives an Unacceptable rating, the corresponding outcome receives no higher than a Marginal rating.</li> <li>The majority of the competency ratings determine the rating received by the outcome.</li> <li>If there is no clear majority of competency ratings for the outcome and none are Unacceptable, the rating for that outcome is at the supervisor's discretion with an explanation for the choice.</li> <li>* If an Exemplary or Unacceptable outcome rating is given, supporting documentation must be attached and explained in the comments.</li> <li>If there are any Unacceptable outcomes reflected on the staff evaluation during an annual review, a performance improvement plan must be created and the staff person put on probation not to exceed 90 days. If little or no improvement is made, termination will be recommended. (Clarification: 90 calendar days, with the exception of non-scheduled time)</li> <li>If there are any Marginal outcomes reflected on their annual evaluation, a performance improvement plan would be created and they would have to achieve at least an Acceptable rating for the outcome(s) in question within six months. If they are given an Unacceptable outcome rating, the employee will be placed on probation with a performance improvement plan not to exceed 90 days and may result in termination.</li> </ul>					
<b>PERFORMANCE APPRAISAL</b>					
<b>Rating:</b>	<b>Outcome:</b>				
	<b>A. The greatest number of eligible children will participate in the Head Start program as current funded slots allow.</b>				
	1. Identify and recruit Head Start-eligible families and children, including children with disabilities and underserved populations.				
	2. Select participants for the Head Start program based on the established plans and procedures.				
	3. Maintain funded enrollment level in accordance with enrollment requirements.				
	4. Provide appropriate follow-up when absences are frequent.				
	<b>Overall Rating for Outcome A</b>				
	<b>B. A trusting, collaborative, partnership-building process is implemented with each family.</b>				
	1. Respect the diverse values and cultures of the families served.				
	2. Recognize and identify each family's risk and protective factors.				
	3. Establish professional roles and boundaries in working with families.				
	4. Recognize and promote family's readiness and willingness to participate in the program.				
	<b>Overall Rating for Outcome B</b>				
	<b>C. Parents' lives are enhanced through active participation in the program with staff support.</b>				

	1. Orient families to the program according to the established orientation plan.
	2. Make home visits and contact the family as needed or required by agency plans and procedures.
	3. Use the family partnership pre-assessment throughout the year as a guide to assist families reassess their needs.
	4. Provide support to families of children with disabilities.
	5. Facilitate parent/guardian involvement in the program.
	<b>Overall Rating for Outcome C</b>
	<b>D. Community resources are maximized through collaborations.</b>
	1. Facilitate the delivery of services to children and families through collaboration with community partners.
	2. Actively participate in community resource planning and related work to establish and foster strong partnerships.
	<b>Overall Rating for Outcome D</b>
	<b>E. Documentation and recordkeeping are completed timely and accurately and maintained as required by all applicable regulations.</b>
	<b>Overall Rating for Outcome E</b>
	<b>F. Teamwork among staff promotes positive growth and development of families.</b>
	1. Actively participate in and contribute to child staffing on a regular basis.
	2. Exhibit flexibility in day-to-day operations and in providing needed services to families.
	3. Actively participate in two-way communication among coworkers to ensure all staff is informed of pertinent information as it pertains to the center and classroom activities.
	4. Participate in activities designed to ensure program quality.
	<b>Overall Rating for Outcome F</b>
<b>Outcome No.</b>	<b>Comments</b>

### UNIVERSAL STANDARDS

	<b>A. Positive relationships are developed with staff, parents, children, and the community.</b>
	1. Build relationships based on mutual trust and rapport
	2. Approach all issues with a win-win attitude that respects the dignity of all parties.
	<b>Overall Rating for Outcome A</b>
	<b>B. Actions and statements of staff, as a representative of the agency, promote and progress the agency mission.</b>
	1. Convey a clear understanding of the organization's vision.
	2. Demonstrate agency and program values in job performance.
	3. Has a general knowledge of roles and responsibilities of other positions within the program.
	<b>Overall Rating for Outcome B</b>
	<b>C. Professional knowledge, skills, and attitudes are enhanced by the utilization of opportunities and resources available.</b>
	<b>Overall Rating for Outcome C</b>
	<b>D. Confidentiality will be maintained in accordance with agency policy and according to federal, state, and local regulations.</b>
	<b>Overall Rating for Outcome D</b>

	<b>E. Responsibilities are carried out to a successful completion.</b>
	1. Meet schedules and deadlines and perform routine tasks with minimal supervision.
	2. Possess and maintain the necessary skill level in technology systems and software required to perform individual job duties.
	<b>Overall Rating for Outcome E</b>
	<b>F. Desired results are achieved with children, parents, staff, and the community by effectively using all forms of communication.</b>
	1. Demonstrate knowledge of and the ability to effectively use communication tools. (e.g., telephone system, email, fax)
	2. Demonstrate effective, respectful oral and written communication skills with staff, parents, children, and the community.
	<b>Overall Rating for Outcome F</b>
<b>Outcome #</b>	<b>Comments</b>

**INDIVIDUAL PROFESSIONAL DEVELOPMENT**

All regular, full-time staff must complete a minimum of 18 hours of professional development annually. Of those hours, a minimum of 12 hours must be "in field," meaning that these hours must directly relate to the current position and responsibilities. The six additional training hours are required and may be in field or an outside interest.

All new staff must complete the required Head Start trainings within the first year of employment. The training requirements apply to all positions and cover the same timeframe as the annual performance appraisal.

Both the staff person and their immediate supervisor must set individual professional development goals on an annual basis. Goals should be directly related to staff performance. A goal is a step to enhance current strengths. It should be specific, realistic, and measurable. You should know when you have completed it.

Identify a minimum of one long-term goal and one short-term goal.

PROFESSIONAL DEVELOPMENT GOAL 1 TARGET DATE \_\_\_\_\_

\_\_\_\_\_

Outline Steps to be taken to Reach Goal 1

1) \_\_\_\_\_

2) \_\_\_\_\_

Resources Needed: \_\_\_\_\_

PROFESSIONAL DEVELOPMENT GOAL 2 TARGET DATE: \_\_\_\_\_

\_\_\_\_\_

Outline Steps to be taken to Reach Goal 2

1) \_\_\_\_\_

2) \_\_\_\_\_

Resources Needed: \_\_\_\_\_

PROFESSIONAL DEVELOPMENT GOAL 3		TARGET DATE: _____
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Outline Steps to be taken to Reach Goal 3		
1) _____		
2) _____		
Resources Needed: _____		
COACH ASSIGNED: _____		
PLANNED FREQUENCY OF MEETINGS WITH COACH _____		
<b>TRAINING DOCUMENTATION</b>		
<input type="checkbox"/> All training documentation required is attached and has been reviewed.		
<input type="checkbox"/> Training documentation is incomplete. A plan for completion of required training is attached.		
<b>CONFERENCE DOCUMENTATION</b>		
Signatures of Persons Conducting Appraisal	Position	
_____	_____	
_____	_____	
Check One:		
<input type="checkbox"/> I have reviewed the Performance Appraisal and agree.		
<input type="checkbox"/> I have reviewed the Performance Appraisal and disagree. (Employee may write comments below or attach separately)		
<input type="checkbox"/> I have read the Performance Appraisal.		
Signature of Employee	Date	
_____	_____	
<b>REACTION OF EMPLOYEE TO PERFORMANCE APPRAISAL</b> (Include discussion of differences between individual objectives and plans)		
<b>APPROVALS</b>		
Program Director	Date	
_____	_____	
Executive Director	Date	
_____	_____	

\* If an Exemplary or Unacceptable outcome rating is given, supporting documentation must be attached and explained in the comments.