

February 2019

Dear Administrator,

“Two are better than one, because they have a good return for their work: If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up!”

This encouragement from our God recorded in Ecclesiastes 4:9-10 helps us to see the value of assisting one another in ministry. Team ministry brings many blessings to Christian educators. We praise God that he helps each one of us up when we fall. Jesus has redeemed us from bondage to sin with his innocent death. May the peace that is ours through Jesus encourage you in your ministry!

The Teacher, Principal, ECM Teacher and ECM Director Performance Assessment forms for 2018-19 are an element of the Team Ministry Process Binder, of which the entire contents is available upon request in electronic format.

Instructional supervision is one of the most important avenues available to you for improving your school. The Team Ministry Process not only encourages professional growth, but also builds relationships between teaching ministers. An important complement to that process is the Teacher and Principal Performance Evaluation Process (annual performance reviews).

Teacher, principal, and ECM director assessments are also vital in the development of call lists. Assessment results and teacher information data (annual summer forms) enable your CLS directors to assist congregations in being led by the Holy Spirit to extend calls to individuals with desired qualifications and interests. Obtaining this data on an annual basis maintains accuracy.

The CLS and the Conference of Presidents thank you in advance for your cooperation and for your wonderful service to the Savior and his schools.

■ **Please complete, make copies for your files, and return your annual assessment forms to the CLS office no later than June 14, 2019.**

In the Savior's name,



James A. Rademan, Director
WELS Commission on Lutheran Schools

EARLY CHILDHOOD TEACHER PERFORMANCE ASSESSMENT 2018-19

What Is the Purpose of the Early Childhood Teacher Performance Assessment?

The **Early Childhood Teacher Performance Assessment** exists to provide valuable feedback. It creates another opportunity for the director and teacher to openly discuss how things are going. It is a reminder to praise God for identified areas of strength and seek God’s help for areas that require improvement. It helps the teachers see where they are and where, under God’s guiding hand, they need to go. It is a tool for positive improvement of ministry.

The **Early Childhood Teacher Performance Assessment** also provides valuable feedback to the Commission on Lutheran Schools (CLS). The information obtained is used as part of the call process and makes it possible for the CLS to supply district presidents with lists of candidates that meet the calling bodies’ desired needs.

No system of assessment is perfect, and no evaluative instrument is totally objective. This **Early Childhood Teacher Performance Assessment** form, however, represents a Spirit-motivated effort to meet the needs of our synod, respond to the concerns of our called workers, and provide a measurable means of evaluation. May the Lord bless the use of these forms and the precious directors and teachers who complete them. **Please Note:** The CLS does not share the number score but only the performance letter rating with the calling body.

Teacher’s Name: _____ S.S. # (last 4 digits only) : ____ - ____ - ____ - ____

School: _____ Date of Assessment: ____ / ____ / ____
Name City State

Directions: For each assessment category that follows (Parts 1-4), use the rating code below and circle the number that best describes the teacher’s performance for each specific criterion. Then complete the “Total Score” section after each assessment category. Due to space limitations, a place for additional comments is not provided. Any comments may be included on a separate sheet and attached.

RATING SCALE: 5=**Exceptional**—Performance is that of a model teacher, one who would be used to demonstrate to others how the criterion should be met. 4=**Strong**—Performance, though not at the model teacher level, consistently meets and/or exceeds what the criterion requires. 3=**Competent**—Performance consistently meets but does not usually exceed what the criterion requires. 2=**Acceptable**—Performance sometimes meets what the criterion requires but often produces less-than-desired results. 1=**Weak**—Performance consistently does not meet what the criterion requires and significant improvement is needed.

PART 1: CLASSROOM INSTRUCTION *The early childhood teacher...*

- 5 4 3 2 1 Incorporates Scripture into lessons appropriately
- 5 4 3 2 1 Demonstrates adequate planning
- 5 4 3 2 1 Incorporates higher level thinking skills and activities
- 5 4 3 2 1 Encourages self-help and independence in children
- 5 4 3 2 1 Uses modeling, guided instruction, and free exploration
- 5 4 3 2 1 Documents child development to plan curriculum
- 5 4 3 2 1 Individualizes lesson materials to meet individual needs
- 5 4 3 2 1 Values and promotes children’s play

TOTAL SCORE
 (Enter in box)

Circle the letter that corresponds to the TOTAL SCORE at left.

Performance Ratings:
E Score: 40-36 **S** Score: 35-28 **C** Score: 27-20 **A** Score: 19-12 **W** Score: 11-8
Exceptional Strong Competent Acceptable Weak

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PART 2: CLASSROOM MANAGEMENT *The early childhood teacher...*

- 5 4 3 2 1 Uses law and Gospel correctly and consistently
- 5 4 3 2 1 States age-appropriate behavior expectations
- 5 4 3 2 1 Promotes independent behavior
- 5 4 3 2 1 Takes a proactive approach to management
- 5 4 3 2 1 Redirects inappropriate behavior
- 5 4 3 2 1 Is organized and has material prepared for the day’s activities

TOTAL SCORE
(Enter in box)

Circle the letter that corresponds to the TOTAL SCORE at left.

Performance Ratings:

E Score: 30-27 **S** Score: 26-21 **C** Score: 20-15 **A** Score: 14-9 **W** Score: 8-6
Exceptional *Strong* *Competent* *Acceptable* *Weak*

PART 3: RELATIONSHIPS *The early childhood teacher...*

- 5 4 3 2 1 Models a love for the Lord and a disposition that reflects the joy of being a redeemed child of God
- 5 4 3 2 1 Demonstrates a concern for the spiritual, emotional, and physical welfare of children and families
- 5 4 3 2 1 Contributes to team-building among staff
- 5 4 3 2 1 Submits to the supervision of the school/center and other church administration in a spirit of cooperation
- 5 4 3 2 1 Listens to children and interacts appropriately
- 5 4 3 2 1 Interacts appropriately with the members of the congregation

TOTAL SCORE
(Enter in box)

Circle the letter that corresponds to the TOTAL SCORE at left.

Performance Ratings:

E Score: 30-27 **S** Score: 26-21 **C** Score: 20-15 **A** Score: 14-9 **W** Score: 8-6
Exceptional *Strong* *Competent* *Acceptable* *Weak*

PART 4: PROFESSIONAL CHARACTERISTICS *The early childhood teacher...*

- 5 4 3 2 1 Strives to be a student of God’s Word
- 5 4 3 2 1 Regularly reads professional literature
- 5 4 3 2 1 Accepts the duties and responsibilities associated with the divine call
- 5 4 3 2 1 Seeks to improve professionally through continued education
- 5 4 3 2 1 Endeavors to be proficient in oral and written communication
- 5 4 3 2 1 Maintains positive, open, and regular contact with those being served
- 5 4 3 2 1 Meets required deadlines and is punctual for professional activities
- 5 4 3 2 1 Maintains personal health and an appearance that bring glory to God

TOTAL SCORE
(Enter in box)

Circle the letter that corresponds to the TOTAL SCORE at left.

Performance Ratings:

E Score: 40-36 **S** Score: 35-28 **C** Score: 27-20 **A** Score: 19-12 **W** Score: 11-8
Exceptional *Strong* *Competent* *Acceptable* *Weak*

■ The undersigned acknowledge that the above represents a cooperative, Spirit-led effort to assess the performance of the teacher named.

Signature of Early Childhood Teacher:

Signature of Director:

Please make copies of this completed form for your files and mail or email the original by **June 14, 2019**.
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