

7

Personnel

We too will serve the LORD because he is our God.

(Joshua 24:18)





Staff Handbook

The following is a sample list of policies that should be included in a staff handbook for an early childhood ministry (ECM). Specific policies needing to be included vary from state to state so check with the local licensing department.

Personnel Policies

Changes in Policies (Sample Statement)

The ECM reserves the right to amend the policies from time to time as it deems necessary in its sole discretion. Any changes, revisions, or amendments to policies will be presented to the staff members at least two weeks before going into effect.

Delegation of Authority

- Early childhood center director
- Early childhood center lead teacher
- Early childhood center teacher
- Early childhood center assistant teacher (Cf. Appendix 3.1 Administrative Possibilities or in the Chapter 3 folder)

Governing Body (Chapter 3)

- Appointment
- Organization
- Responsibilities

Employment Procedures for Staff

- Statement of nondiscrimination: _____ will not discriminate against any staff because of age, race, color, gender, handicap, political persuasion, national origin, or ancestry. However, it is both logical and necessary that staff be members of the Wisconsin Evangelical Lutheran Synod or the Evangelical Lutheran Synod and participate in the Christian devotional activities, Bible stories, prayers, and songs as believed and confessed by the congregation.
- Sample procedure for recruitment of staff:
 - Advertise position to congregation in newsletters (at least one time) and Sunday bulletin (at least three times)*

- Advertise position to surrounding WELS congregations and schools*
- Applications received from and turned into director*
- Director checks transcripts, references, and performs background checks as required by the state*
- Interview by director*
- Recommendation to the governing body who makes the decision*
- Ratification by Board of Education*
- Board of Education informs Council and Congregation of hiring*

Conditions of Employment

- Complete forms
 - ▼ *W-4 Employee's Federal Withholding Allowance Certificate*
 - ▼ *State required forms*
 - ▼ *I-9 Employee Eligibility Verification Form*
- Complete background checks
- Staff will work under general supervision and all employment is provisional until a satisfactory response is received (check with your state licensing agency for specific requirements and procedures).*
- Meet health qualifications
 - ▼ *Staff needs to have a health exam and a negative TB skin test by a licensed physician (check with the state licensing agency for specific requirements and procedures).*

Job Descriptions (Cf. Appendix 7.1-7.5 or the Chapter 7 folder)

- Salaried/hourly or called/hired
- Full time/part time
- Expectations of all staff (director, teacher, teacher assistant, secretary)
- Qualifications/experience/education
- Responsibilities

Conditions of Work

- Work schedule
- Time cards/pay checks
- Days/time off
- Overtime
- Responsibilities beyond the school day
- Leave of absence
- Sickiness
- Relief breaks
- Resignation/zero tolerance (Cf. Appendix 7.11 Sample Exit Review or in the Chapter 7 folder)
- Grievance procedure
- Discipline procedure (Cf. Appendix 7.10 Zero Tolerance or in the Chapter 7 folder)
- Personal behavior and appearance
- Confidentiality

Staff Development

- Orientation for new staff
- Performance review (Cf. Appendix 7.12 or in the Chapter 7 folder)
- Spiritual growth
 - ▼ *Individual Bible study*
 - ▼ *Group Bible study*
- Professional growth
 - ▼ *Staff responsibility*
 - ▼ *Employee responsibility*
- Staff meetings
 - ▼ *Weekly*
 - ▼ *Monthly*

- Dismissal procedure
 - ▼ *It is staff responsibility to ensure that their child ONLY goes home with parents or a designated representative. All persons authorized to pick up children from the center are listed on the child's registration form. If the ECM does not know the person picking up a child, ask the person for identification and verify this person is designated by the parent or legal guardian to pick up the child.*
- New child orientation
 - ▼ *Staff will need to spend extra time with a new child the first few days. Get to know him/her. Hopefully, the parent and child have had a chance to spend some time at the center together before the parent leaves the child on the first day. Let the child know what is going to happen next. Let him/her know who will be taking care of them if the ECMs designated supervisor of the child leaves before the child does. The goal is to make the transition from home to the center as comfortable as possible for the child and family.*

Center Policies

Responsibility for Children (Sample Statements)

Specific policies needing to be included vary from state to state so check with the local licensing department.

- Supervision of children
 - ▼ *Every staff member is responsible for their children's whereabouts at all times*
 - ▼ *Staff must keep a duplicate record of attendance on a "class-list" that is up-to-date at all times. List must be taken everywhere with staff.*



- Special needs
 - ▼ *Children with special needs will be admitted on an individual basis. The center will need copies of records and reports of previous evaluations and educational plans, to consult with parents and other professionals concerning the child's particular needs, and to be able to provide care for this child that is safe and appropriate while guaranteeing the continual, quality care of all the children enrolled. All staff who will be working with the special needs child will be involved in an orientation program before the child is included in the classroom to ensure that the child will be comfortable and successful.*
- Staff/child ratio
 - ▼ *It is the responsibility of the staff to keep the director informed of the number of children and staff in their room. Proper ratios must be maintained at all times.*
- **Illness**—When should children remain at home or parents called to take children home? How does the ECM handle contagious diseases?
- **Medication**—What medication will be given (prescription/non-prescription)? What is the procedure? How will records be kept? See state regulations regarding necessary forms.
- **Safety guidelines**—What rules will be established so the classroom, center, and playground are kept safe?
- **Injuries/accidents**—When and how will parents be notified? Where is the first aid kit and what does it contain? What will the response be to superficial wounds and minor injuries, serious injuries and suspected poisoning? A report form will need to be completed and the incident recorded in the injury medical log. (Cf. Appendix 5.8 or in the Chapter 5 folder)
- **Fire extinguishers/contacts**—Staff need to know where extinguishers and alarms are located and how to operate both.
- **Emergency procedures/contacts**—Post a map and explain the evacuation procedure clearly for fire and/or tornado drills/emergencies. List contacts for emergency assistance (police, fire, hospital, poison control center, child abuse) and post by each telephone. Post the center's phone number and address by each telephone. What is the procedure for emergency closings?
- **Lost children**—What will be done if a child cannot be located?

Health and Safety (See Chapter 9 for Safety Considerations)

- **Child abuse/neglect**—All staff need to be educated about child abuse and neglect and understand exactly how to report suspected cases. See state requirements regarding mandated reporting.
- **Allergies**—Staff need to know where the allergy list is posted and refer to it whenever providing food.
- **Daily health checks**—Staff need to be attentive to children when they arrive. Are there signs of illness or injury?
- **Controlling infectious diseases**—Outline procedures for hand washing, cleaning and disinfecting surfaces, and changing soiled clothing.
- **Universal precautions**—What procedure will be used to prevent contamination from direct exposure to blood or blood containing bodily fluids?

Program Policies

- **Mission Statement** (Cf. Appendix 2.9 or in the Chapter 2 folder)
- **Philosophy** (Chapter 1E)
- **Objectives** (Chapter 8)
- **Infants/Toddlers**—Explain policies and procedures specific to infants and toddlers.

Consult state regulations and WELS standards.

- ▼ *feeding*
- ▼ *sleeping*
- ▼ *diapering*
- ▼ *toilet training*
- ▼ *daily reports (Cf. Appendix 5.10 or in the Chapter 5 folder)*
- ▼ *health and safety*
- **Curriculum** (Chapter 8)
- **Guidance/Discipline**—Describe in detail how staff will guide children and respond to misbehavior. Explain steps for redirection, conflict resolution or ways to regain self-regulation. How will children express repentance/forgiveness? Include a statement of how staff will not respond to children (i.e. humiliation, fear, abuse)
- **Parent communication/conferences** (Chapter 10 and Cf. Appendix 8.3 or in the Chapter 8 folder)
- **Records/Reports**—What paperwork will each staff member be responsible for?
- **Days closed**
 - ▼ *scheduled*
 - ▼ *emergency*—*Under what circumstances will the ECM close? Who will make the decision? How will staff and parents be notified? What will staff be expected to do?*
- **Snacks/Meals**—When preparing and serving meals, detailed policies will be needed. See state regulations and WELSSA standards. Procedures need to be written to explain how and when to clean the food preparation and serving area, utensils, and containers. How much time can pass between one meal/snack and the next? Menus must be planned in advance, posted, and updated as necessary. Snack/meal time is an opportunity for staff to share conversation with children and support positive social skills.



- **Naptime**—How will staff set up the napping area and prepare children for naptime? How will staff care for children who do not nap?
- **Field Trips**—How will staff prepare for field trips? What safety precautions will be taken? How will parents be notified and permission slips be collected?



Characteristics of a Christian Early Childhood Educator

The quality of the early childhood ministry (ECM) staff will significantly determine the effectiveness of the congregation's ministry to young children and their families. It is important that all staff members be committed to the Christian ministry of the congregation and its ECM. Through staff members the Gospel of Christ will be spread through the ECM. The staff members' commitment to the mission of the ECM, Christian love, and a caring, servant attitude are the basis for quality.

Be sure to screen all workers by conducting a thorough background check. Follow state and local licensing regulations.

The make-up of the staff will vary according to the number of children served and the type of program offered. If just beginning the operation of the ECM, the director may teach and have a teacher assistant. Or there may be a teaching director plus another teacher and several

assistants. In larger programs serving more than 100 children, an administrative assistant may be named or a teacher may be designated for leadership responsibilities in curriculum planning and scheduling.

In addition, a secretary, a custodian, and a cook may be part of the staff. For guidelines on establishing staff size, consult the state's licensing requirements and/or the WELS Standards for child/adult ratios.

A Christian early childhood educator . . .

- Participates regularly in the use of the Means of Grace
- Models Jesus' love in words and actions to people of all ages
- Displays a positive self-image in Christ
- Honors children
- Demonstrates care for and joy in children
- Respects children and their families
- Works with staff and parents as a professional
- Has good physical and mental health
- Listens actively
- Shows eagerness to continually learn
- Demonstrates patience
- Offers prayers and support for those in need



Additional Staff

Assistant Director

Depending on the size of the ministry and whether or not the director teaches, an assistant director may need to be hired. This person must meet all the qualifications of a director, and will assume the duties of the director in his or her absence. On a day-to-day basis this person takes on administrative duties according to the ECMs needs and his/her talents.

Administrative Assistant

The administrative assistant communicates the mission of the congregation and the ECM as she or he greets visitors, answers phone calls, prepares newsletters, keeps records as needed, prepares

correspondence, and represents the ECM to the public. Depending on the size of the program there may be a full-time, part-time, or shared administrative assistant between the church/school and ECM.

Custodian

The custodian keeps the building and grounds clean and neat to present a positive image to the congregation, parents, and the community as well as a safe, healthy environment. The work of the custodian communicates the mission of the congregation and the ECM. A clear job description helps the custodian know what is expected daily, weekly, monthly, and annually. All major cleaning is to take place while children are not in attendance. It is desirable for a custodian to be available at times during the day in case of emergency situations.

Volunteers

Often parents are willing to help in classrooms, assist in preparing teaching materials, repair equipment and help on field trips. Enlisting congregation members as volunteers will help strengthen the relationship between the congregation and the ECM.

Volunteers who work directly with children must demonstrate love and the ability to care for young children. Provide written guidelines for volunteers to let them know their specific responsibilities. Plan carefully with the staff for ways volunteers can be used effectively. Develop and implement ways to thank volunteers for their services. Notes from children are appreciated. Consider hosting an appreciation meal some time during the school year.

Be aware of and follow any state licensing regulations that apply to volunteers.

D Interviewing Candidates

As in all congregational activities and programs, begin by asking for the guidance and direction of the Holy Spirit. The congregation is usually responsible for calling the administrator and teachers.

Finding Qualified Personnel

Finding qualified personnel is often one of the biggest challenges for a congregation operating an early childhood ministry. Whenever a need exists to staff an early childhood ministry, contact the district president for a list of qualified candidates and for the proper documents. The congregation is responsible for issuing a Divine Call to any prospective administrator or teacher who is synodically certified. There may be a qualified person on the present staff, or a qualified person may be known, who can take over the position needing to be filled. For example, a teacher assistant may have obtained the necessary college courses to make him/her eligible for a teaching position, or one of the teachers may have qualified for an administrative position. In this case, it is important to have the school board contact the district president for his counsel before issuing a Divine Call.

Gathering Information

In filling a non-called position, gather information about prospective personnel, request a resume from the candidates, develop specific forms, or do both. The state may have application forms to be



used if a licensed facility.) (Cf. Appendix 7.6 Sample Staff Application or in the Chapter 7 folder)
Complete a background check.

The congregation may select a committee to review each candidate. These forms might then be used as a screening device to make an initial determination as to whether or not the prospective personnel would fit into the ministry. Then gather additional information. Contact the references given by the prospective personnel. Consider these important characteristics before even beginning an interview process:

- **Great love for children.** A teacher likes people of all ages, especially children.
- **Expertise in early childhood education.** A teacher needs to understand the growth and development of young children.
- **Organizational skills.** Teaching requires planning and implementation. A teacher pays attention to detail.
- **Understanding of team.** Teaching requires cooperation and partnering with staff and members and families.
- **Flexibility.** A teacher must be able to adapt to and accommodate a variety of situations and circumstances.
- **Desire to learn.** A teacher must continually grow personally and professionally
- **Reliability.** Trust him or her to do the job. Teaching requires a high level of integrity.
- **Intelligence and imagination.** Teaching requires a high degree of both.
- **Willingness to address challenges.** A teacher needs to take criticism, manage pressure and live through discouragements.

Interview Process

On the basis of the information gathered, the next step is to interview the candidate. The director then has the prime responsibility for interviewing the candidates.

Conduct each interview in a comfortable and informal setting to put the candidate at ease. Use a friendly and conversational manner. Effective questioning can fall into these categories:

- **Fact Finding:** The application forms provide “questions requiring further details.”
- **Open-ended:** An opportunity to glean an insight of the applicant’s philosophy of early childhood education and ability to communicate are identified.
- **Problem-Solving:** Further identifies applicant’s ability to put education into practice and mesh with existing staff

Avoid

- Leading questions that suggest/indicate the ECMs philosophy and stance.
- Making promises that can’t be kept.
- Compromising on quality just to fill the position

EDUCATIONAL METHODOLOGY

The following questions are offered as examples.

- What role does an early childhood ministry play in the mission of a congregation?
- Where do you look for ideas to develop a Christ-centered curriculum?
- Describe a few activities that are appropriate in an early childhood classroom.
- How do young children best learn?
- Describe guidance (discipline) techniques that are appropriate for young children.
- What do you know about Lutheran schools?
- How do previous job experiences qualify you for this position?
- How do you nourish the faith of young children in your classroom?

- How would you handle a child who is reluctant to leave a parent?
- What would you do if a child spends most of her time wandering from one area to another and does not get involved in an activity or interaction with other children?

- What would you do if a three-year-old painted his arm and hands with tempera paint?
- If you gather a group of children for singing as part of your daily plan and none appear to be interested, what would you do?
- Ask the applicant to provide a sample lesson plan.

RELIABILITY

- What are your reasons for applying to teach here?
- Why did you leave your previous position?
- Other than classroom duties, what responsibilities do you assume?
- Have you ever been asked to leave a position? Why?
- Have you ever quit a job? Why?

INITIATIVE

- What experience have you had involving children other than those in your classroom?
- To which professional organizations do you belong?
- When did you last attend professional growth workshops, conferences, classes?

ATTITUDES

- Why do you choose to teach?
- What do you identify as your greatest asset in teaching?
- What makes teaching enjoyable for you?
- What type of child/student do you think you relate to best? Why?
- What do you feel would be your most difficult task concerning this position? Why?
- What do you identify as your professional areas for improvement or growth as a teacher? How do you work to strengthen these areas?
- How do you feel the ECM should handle events outside program hours?

COMMUNICATION SKILLS

- How would you respond to a parent who didn't want the child to hear about the Easter story because of its violence?
- What would you do if a parent tells you that something must have happened at school because her son doesn't want to come anymore?
- How would you counsel a co-worker who has a problem with another staff member?

DISCIPLINE

- What does the term "discipline" mean to you? Describe disciplinary strategies that you use.
- Do you feel that discipline outside your classroom—in halls, restrooms, playground—is your responsibility? Why? How will you accomplish this?
- What expectations do you have for your classroom?
- What do you consider to be the proper atmosphere in the classroom for learning?
- Who should be responsible for the discipline at your school?

EMOTIONAL STABILITY

- If a child said you were unfair, what would you do?
- If a parent said you were unfair, what would you do?
- How will you react to the child or parent who challenges your authority?
- How would you respond to a co-worker who challenges your philosophy of education?

SALARY

Explain the salary structure and describe health and retirement benefits for the candidate; invite questions. Give a description of the position to be filled.

It is expected the early childhood staff is on the same base and salary schedule as the staff of the elementary school if the congregation has one.

After the interview evaluate the applicant's replies

Pray for the Holy Spirit's help in guiding the decision-making process and for keeping every one objective and unbiased. Immediately note impressions on the application form and put it aside until all applicants have been interviewed. Avoid hiring during the first interview.

The next step in the screening process is to verify information received from the applicant. Usually the most reliable sources are prior employers. Least reliable are personal friends.

If hiring a teacher or member of the support staff, the recommendation of the director is an important factor in the decision-making process. The director knows the day-to-day workings of the ECM and can advise as to which candidate would best fit the present staff. The final decision is made as prescribed in your ECM policies.

Determine Salaries and Benefits

It is desirable for every congregation having an ECM to set an established salary schedule for its professional workers. Having a reasonable and fair salary schedule reflects the attitude that early childhood educators are professionals who work as a team with pastors, directors of Christian education, directors of families; and children's ministry, and elementary and secondary school teachers. An established salary schedule simplifies salary decisions when engaging new personnel. It also motivates yearly evaluation of teachers and programs.

With an established salary schedule, the board and congregation need only discuss the base salary being offered. Keep in mind that Luther an early childhood educators and child care providers are church workers. Request a sample salary schedule for directors and early childhood educators from the Commission on Lutheran Schools. Seek to follow these recommended guidelines. Check local Lutheran and non-Lutheran teacher and administrator

salary schedules as well. For non-degreed staff, check community early childhood centers and seek to exceed their salary schedules.

Be cautious about economizing on staff salaries. Professional early childhood educators who know children's developmental needs, relate well with children and adults, are sensitive to family needs, and can organize and coordinate programs are worthy of a professional salary. Do not permit low salaries to subsidize the ECM. Low salaries contribute to a high staff turn-over, which in turn jeopardizes the welfare of young children and the attainment of your ECM goals.

Plan to pay the director a salary commensurate with his/her professional background, experience and assigned responsibilities. For every hour a director works with children there will be an additional hour of planning, meeting with parents, ordering and gathering supplies, supervising staff, cleaning up and maintaining records.

Teachers in the ECM are expected to be professional educators and caring adults who can work closely with the rest of the staff. Teacher salaries, whether based on an annual salary schedule or an hourly wage scale, should be at a professional level.

Numerous benefits such as social security and workmen's compensation insurance are required by law. Other benefits to be offered include unemployment insurance, medical insurance, retirement, vacation days, and personal and sick days. Here, too, a congregation has an opportunity to demonstrate its value of children as well as its care and respect for its workers. Contact WELS VEBA for information on synodical medical, life, and disability insurance and retirement programs.

In addition, consider offering help with membership fees for professional organizations and support educators' continuing education and professional growth. It is wise to make sure that all salary and benefits be in the form of a written policy so staff members know everyone involved is fully aware of the salaries and benefits which are offered by the congregation.



Informing all candidates (non-called position)

Wait until the applicant chosen has accepted the position. After that time call other applicants for future staff openings or to extend the substitute list.

Engaging Staff

Obtain a copy of the current WELS Called Worker Salary Schedules to help determine an equitable salary for workers. (Contact the Human Resource Office at the WELS Center for Mission and Ministry)

Preparing Call Documents and Contracts

As indicated earlier, when issuing a Divine Call ask for the guidance of the Holy Spirit, contact the district president for a list of candidates, obtain the necessary call documents, and follow the prescribed congregational procedures. (Cf. Appendix 6.1 Sample Call Document or in the Chapter 6 folder) Be sure to keep the proper synodical and/or district officials informed regarding the calling process.

When hiring a non-called worker, issue a contract or agreement for Early Childhood Teaching Ministry. (Cf. Appendix 7.7 Sample Contract Agreement or in the Chapter 7 folder)

Special Considerations

It may be decided to engage a worker who is a member of a sister congregation and who, consequently, will not become a member of the congregation. While this may not be an ideal situation, following are possible strategies that can alleviate potential difficulties. The following are offered as possibilities for the teacher:

- Attend congregational worship at least once a month and for occasional special services.
- Participate in congregational dinners and social activities.
- Attend all School/Home social and instructional events/activities.

Welcome!

When the called worker informs of his/her decision to accept the position, there is reason to give thanks and celebrate.

Here are some things the congregation can do to express joy, enthusiasm, and support to welcome the new staff member:

- Thank God for answering prayers in leading the worker to come to the congregation.
- Notify its membership and its school families.
- Help the new staff member find housing, if needed.
- Plan ways the new staff member can be come acquainted with the congregation, board, staff members, parents, children and community.
- Assign a staff mentor or encourage a mentor relationship with a qualified individual in a comparable position from a neighboring Lutheran early childhood ministry.
- Plan orientation activities related to the school and congregation.
- Provide for a suitable installation or induction service.

Staff Development

The director is responsible for an effective program for staff development. The following suggestions will contribute to the vitality and growth of staff members.

New Staff Orientation

- Provide a history of the ECM.
- Discuss the mission statement, objectives, and philosophy and how all programs/policies are based on these.
- Review staff and parent handbooks.
- Provide a written curriculum guide.
- Give a tour of the facility and point out stored supplies.
- Provide a list of teacher resources and classroom supplies and storage areas.
- Meet with pastor to discuss unique needs and characteristics of the congregation.

- Meet with all church staff members.
- Plan a social gathering of staff and board members.

General Staff Orientation Topics

- Staff and child interactions
- Guidance/discipline
- Child observation and assessment
- Special needs
- Child abuse and neglect
- Parent and staff interaction
- Curriculum
- The environment
- Health and safety
- Nutrition
- Teambuilding
- Taking care of yourself
- Personnel evaluation and training plan
- Professionalism
- School calendar

Spiritual Growth

A growing, vibrant faith evident in staff members reveals Christ's love to the children and families served. Spiritual growth activities of the staff serve as a model for everyone. It is a key element in the ECM.

The pastor's role as a mentor and spiritual leader is crucial to a director and staff. Together they form a strong team ministry and serve as partners in ministry to the congregation and community. The pastor ministers to the staff through informal contact and through regular Bible study and meetings. Together they seek to understand the Christian's mission to children and their families. He assists the staff to be intentional in outreach as they serve.

Consider these strategies that enable spiritual growth:

- Encourage staff members to attend worship and Bible study regularly.
- Conduct short, daily, staff devotions.
- Schedule staff Bible study and prayer times.
- Have an annual staff spiritual retreat.
- Have each staff member develop a written plan for personal Bible study and prayer.
- Encourage staff members to continue their theological education. Contact the closest WELS/ELS college for course lists.



Professional Growth

Through professional growth activities such as the following, staff members can keep current with the latest developments and research in early childhood education.

- Attend conferences and in-service training events.
- Inquire about in-service information through local chapters, state and national units of the National Association for the Education of Young Children (NAEYC) or other reputable EC organizations.
- Contact the WELS/ELS district for a calendar of events.
- Subscribe to and read professional educational journals and books.
- Continue education through accessible colleges or online courses.
- Schedule discussions, speakers, and reports at staff meetings.

Staff Meetings

It is wise to have a meeting of all staff involved in the operation of the ECM at the beginning, middle, and close of the school year. Staff meetings attended

by the director and teachers should be scheduled monthly. Programs with larger staffs may have committees assigned to specific responsibilities that meet more often. Conduct special meetings with teachers and assistants when new procedures and schedules are being considered. Include assistants at in-service training sessions when topics are applicable.

The director prepares an agenda for staff meetings. The agenda is distributed to attendees and board members prior to the meeting. The following items might appear on the agenda:

- Bible reading and prayer
- Routine housekeeping concerns
- Review of mission, vision and goals for ECM
- Curriculum review and development
- Schedules
- Discussion of individual children's needs
- Plans for parent education
- Plans for field trips and special programs
- Discussion of activities that require congregation members' help
- Professional growth activities



A. Ministry (Job) Description—All Staff

1. Understand and support the mission of the congregation, the philosophy, purpose and goals of the early childhood ministry (ECM).
2. Demonstrate a genuine love for children; respect children as individuals.
3. Have knowledge and understanding of child development and needs of young children.
4. Maintain good working relationships with staff members and families.
5. Have competence in and perform the duties of the position as outlined in the appropriate ministry (job) description(s).
6. Demonstrate self-motivation and desire to continue learning to increase knowledge and skills by attending staff meetings, workshops, and conferences, and read publications related to faith nurturing, child development and interpersonal relationships.
7. Follow the ECM's guidelines as set forth in the staff handbook, parent handbook, parent newsletters, bulletin boards and any other ECM materials.

B. Ministry (Job) Description—Director

1. Leader of Early Childhood Program Climate

A. Responsibilities as spiritual leader

- i. Provide opportunities for spiritual growth of staff
- ii. Provide ways to incorporate early childhood program (ECM) families into church and church families into ECM.
- iii. Foster Christian community for staff, children and families
- iv. Provide referrals for Christian counseling and resources for staff and ECM families

B. Responsibilities for ECM environment

- i. Equip indoor and outdoor areas to reflect Christian environment
- ii. Provide environment appropriate for young children
- iii. Plan age-appropriate, Christ-centered, faith-integrated curriculum
- iv. Maintain positive relationships among children, teachers, parents, congregation, and community.

2. Manager of Preschool, Child Care, After School Care

A. Carry out mission and purpose of programs; further the vision of (name of church)

- i. Recommend policies according to purpose of programs
- ii. Participate on board that administers programs

B. Assume responsibility for finances

- i. Assist in preparing annual budget
- ii. Operate within budget
- iii. Purchase equipment and supplies
- iv. Prepare monthly/yearly financial reports
- v. Arrange for collection and deposit of fees and tuition
- vi. Handle petty cash
- vii. Assist with payroll processing

C. Serve as liaison between congregation and programs

- i. Represent programs in congregational activities
- ii. Inform congregation of programs orally or in writing

D. Maintain communication and relationships with parents

- i. Develop systematic parent-school communication (newsletter, bulletin, web site)
- ii. Orient parents to school policies and procedures
- iii. Plan/administer parent education/fellowship programs
- iv. Maintain parents' library or resource center
- v. Inform parents of progress and special needs of children

E. Enhance community relationships

- i. Welcome visitors; plan informative and pleasant experiences
- ii. Sponsor service events for the community
- iii. Attend professional educational events and community gatherings
- iv. Maintain liaison with local, state and federal government to support legislation regarding early childhood education

B. Ministry (Job) Description—Director

F. Recruit and enroll new children

- i. Promote ECM in congregation and community
- ii. Interview parents of prospective children
- iii. Provide enrollment materials that define the program
- iv. Create and maintain publicity materials and activities
- v. Orient newly enrolled children/make home visits

G. Supervise and assist staff

- i. Prepare job descriptions for teachers and helpers
- ii. Recruit and hire staff with board approval
- iii. Provide staff orientation
- iv. Periodically review staff performance; assist staff members to set goals for spiritual and professional growth
- v. Plan staff work schedule
- vi. Arrange substitute help as needed
- vii. Lead regularly scheduled staff meetings
- viii. Plan and conduct periodic in-service training for staff
- ix. Help staff prepare program plans
- x. Plan and implement procedures to keep accurate classroom records
- xi. Prepare and update staff handbook
- xii. Keep personnel records
- xiii. Develop and maintain resource library for staff

H. Administer all aspects of programs

- i. Contact state and local regulatory agencies; conform to and exceed all regulations
- ii. Handle all administration and conflict-resolutions related to programs
- iii. Maintain student and program records
- iv. Define policies of admission, attendance, payment of fees, educational goals
- v. Periodically evaluate own work as director
- vi. Plan and implement plan for personal professional growth
- vii. Plan periodic reports related to the state of the ECM
- viii. Keep informed of current ECM issues and developments
- ix. Participate actively in professional organizations
- x. Maintain professional library
- xi. Plan schedule of administrative responsibilities
- xii. Schedule use of shared space and equipment
- xiii. Schedule responsibilities of teaching staff

I. Maintain proper conditions for health and safety

- i. Keep health history/immunization records for children and staff
- ii. Contact agencies to help children who have special needs
- iii. Maintain referral system for children who have special needs
- iv. Plan and purchase foods for healthful snacks
- v. Monitor all building, classroom and playground conditions to ensure safety
- vi. Schedule fire and disaster drills and maintain records
- vii. Keep emergency numbers, procedures, and evacuation routes posted
- viii. Keep fire extinguishers operable and train staff to use
- ix. Maintain First Aid kit and review accident log
- x. Provide staff training of health and safety issues annually

C. Ministry (Job) Description—Lead Teacher

Purpose: To provide a warm, nurturing, Christ-centered, safe, and loving environment where children's faith is nurtured and where self-concepts are enhanced, independence is encouraged, and individuality is respected.

Responsibilities:

Models behavior

- Lives the Christian faith
- Relates joyfully and sensitively to children
- Prays with and for others
- Acknowledges and respects others' feelings
- Works cooperatively with others
- Encourages good behavior and corrects inappropriate behavior
- Builds and strengthens positive relationships with other congregation program staff and volunteers

Provides Instruction

- Plans, implements, evaluates curriculum in accordance with mission, purpose and philosophy of ECM, under supervision of director
- Develops weekly/monthly plans
- Supervises, trains and evaluates assistants
- Provides assistants with opportunities for input and evaluation of program
- Sets up and maintains appropriate, nurturing classroom/child care environment
- Keeps written plan of daily class activities
- Keeps current developmental records of children in class
- Attempts to meet needs of each child
- Originates correspondence with families
- Reports to parents about children's progress
- Conducts parent conferences and meetings
- Provides written guidelines for substitutes
- Gives direction to volunteers
- Is aware of and complies with personnel policies adopted by board
- Attends staff meetings and functions of ECM
- Participates in professional and spiritual growth activities

Serves as Facilitator

- Guides, evaluates, plans, supports
- Prepares warm, safe, orderly and clean environment
- Uses good judgment to handle crisis situations and use supervision constructively
- Provides resources; orders equipment and supplies

Education/Experience Requirements

- Associates degree from an accredited college or university
- Child Development Associate degree (CDA)
- State certification
- Bachelor's degree from an accredited college or university with emphasis in early childhood education
- Early childhood certification from MLC or enrolled in certification program
- Experience in teaching within an early childhood educational program
- Be certified in First Aid and CPR

C. Ministry (Job) Description—Lead Teacher

Other Requirements (see state/local requirements)

- Prior to employment, teacher shall submit a dated report of satisfactory tuberculin test or chest x-ray taken within six months of beginning employment. Such tests need not be repeated except at the advice of a licensed physician or the local health department.
- Teacher shall present a dated medical statement signed by a licensed physician, a licensed nurse practitioner or a licensed physician's assistant verifying that s/he suffers no known physical or emotional illness or condition that would adversely affect child care. This statement shall be dated not more than six months prior to employment or within 30 days after date of employment.
- Teacher shall submit a list of known immunizations s/he has had and most recent dates when immunized.
- A teacher, upon examination or as a result of tests, who shows indication of a physical, emotional or mental condition that could be hazardous to a child, staff members, or self and that would prevent satisfactory performance of duties shall not be assigned or returned to the teaching position until the condition is cleared to the satisfaction of the examining physician.
- All persons shall be excluded from the center when they have an infections illness.

D. Ministry (Job) Description—Assistant Teacher

Purpose: To assist the teacher in providing a warm, nurturing, Christ-centered, safe, and loving environment in which children can grow physically, emotionally, intellectually, and spiritually.

Responsibilities:

- Assists classroom teacher in supervision and management of a group of children
- Interacts with, initiates, and encourages children in daily activities
- Assists teacher in planning learning activities
- Helps children control behavior using a Christ-centered, positive, consistent approach
- Helps children grow to become independent
- Helps prepare the learning environment, sets up interest centers, and prepares materials
- Assists teacher in record keeping and observations related to children's development health and behavior
- Prepares snacks
- Promotes integral learning during snack times
- Maintains good communication with parents
- Helps with general housekeeping tasks
- Attends to needs of individual children with sensitivity
- Attends to ill or injured children
- Attends required staff meetings and functions of ECM
- Helps build a supportive, caring team
- Assists teacher in other ways as needed
- Participates in professional and spiritual growth activities

Education/Experience Requirements

- Lives the Christian faith
- Associates degree (60 credits hours or more) from an accredited college or university with emphasis on early childhood education or child development
- Experience working with young children in learning situations
- Ability to relate joyfully and sensitively to young children
- Evidence of security and judgment to handle crisis situations
- Be certified in First Aid and CPR

Other Requirements (see state/local requirements)

- Prior to employment, assistant teacher shall submit a dated report of satisfactory tuberculin test or chest x-ray taken within six months of beginning employment. Such tests need not be repeated except at the advice of a licensed physician or the local health department.
- Assistant teacher shall present a dated medical statement signed by a licensed physician, a licensed nurse practitioner or a licensed physician's assistant verifying that s/he suffers no known physical or emotional illness or condition that would adversely affect child care. This statement shall be dated not more than six months prior to employment or within 30 days after date of employment.
- Assistant teacher shall submit a list of known immunizations s/he has had and most recent dates when immunized.
- An assistant teacher, upon examination or as a result of tests, who shows indication of a physical, emotional or mental condition that could be hazardous to a child, staff member, or self and that would prevent satisfactory performance of duties shall not be assigned or returned to the assistant teacher position until the condition is cleared to the satisfaction of the examining physician.
- All person shall be excluded from the center when they have an infectious illness

E. Ministry (Job) Description—Office Staff

Purpose: To provide general assistance to the director, enabling her/him to carry out her/his responsibilities in an efficient and timely manner.

Responsibilities

- Provides and maintains environment where children may grow spiritually, intellectually, physically, emotionally and socially
- Assists director with administrative duties, keeps ECM records and files current
- Prepares correspondence, memos, reports; uses correct format and language
- Ensures prompt handling of phone messages and visitors to the ECM
- Coordinates purchases and maintains inventory of supplies and equipment
- Uses and maintains office equipment
- Informs parents of ECM policies; maintains records of children and families; informs book keeper of pertinent data
- Maintains good communication with other agencies in the community
- Executes other specific assigned tasks

Requirements

- Lives the Christian faith
- Graduate of an accredited high school or an equivalent
- Tact, discretion and good judgment
- Computer and keyboard skills
- Excellent spelling, grammar and punctuation
- Ability to organize work-flow in a busy office
- Ability to handle detailed work
- Excellent oral and written communication skills
- Evidence of emotional maturity and stability

F. Sample Staff Application

Please Print Clearly:

Personal:

Name: _____ Date of application: ____/____/____

Address: _____

Phone: _____ Social Security Number: _____

Church membership/affiliation: _____

Employment Desired:

Position: _____ Part-time Full-time

Days/Hours available: _____

Education:

Name of High School Graduate from: _____

Location of High School Graduated: _____

Post High School Education:

School, College, University	Location	Subject	Diploma, Degree Certificate, License
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Related Education Courses Completed or Currently Enrolled in:

Title	Name of School and Location	Date completed
_____	_____	_____
_____	_____	_____

About You:

Special skills/interests/talents:

F. Sample Staff Application

What best qualifies you to be a teacher of a religious instruction for young children at this center?

How does this position contribute to your personal/professional goals?

What is your educational philosophy in regards to the way you teach and the way children learn?

Employment Desired:

List last three employers, over the last five years, most recent one first:

Name	Address	Phone Number	Dates of Employment (from/to)	Position	Reason for Leaving
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References:

List three persons, not related to you, whom you have known for at least one year:

Name	Address	Phone Number	Relationship
------	---------	--------------	--------------

Other Information:

Are you 18 years or older? Yes No

Have you ever been convicted of a crime? Yes No

If yes, please explain:

Are you either a U.S. citizen or an alien authorized to work in the U.S.? Yes No

F. Sample Staff Application

How did you hear about our center?

I hereby certify that the above statements are true and give my permission for any verification. I understand that falsification, misinterpretation, or omission of facts will be sufficient cause for elimination of any consideration for employment or cause for dismissal.

Signature

Date

G. Sample Contract Agreement

AGREEMENT FOR EARLY CHILDHOOD TEACHING MINISTRY

In recognition of God's gift of teachers to his Church and under his gracious guidance,

(Name of Congregation)

offers this appointment to _____

(Name of teacher candidate)

for the position of _____

(Name of directing/teaching/teaching assisting position)

This appointment made on this date: ____/____/____ shall begin on date:

____/____/____ and end on date: ____/____/____

With the help of God, I agree to:

- Direct/teach/assist with the early childhood classes to which I am appointed;
- Maintain Christian discipline in love
- Work in Christian harmony with the director, fellow teachers, pastor and board of education
- Set a Christian example by word and action, according to professional and Christian ethics
- Fulfill duties as specified in the job description

These services are to be performed according to the Word of God and the teachings of the WELS.

Signed by educator: _____ Date: _____

_____ agrees to: _____

1. A salary of \$_____ payable on a _____ basis for _____ months, beginning ____/____/____
Benefits:

2. Pledge the educator its prayerful cooperation and support, its respect for the educator's office, and its intention to deal with the educator in Christian love.
SPECIAL STIPULATIONS:

We pray God's blessings on this educator's service in our church and school to the glory of God's holy name, the building of his church, the temporal and eternal welfare of many people, the educator's own great joy and blessing. We pray that many families and children will come to know our Lord Jesus as their Savior and Friend through the ministry of this educator.

Signed on behalf of

Pastor

Director

Congregational Office

Accepted by: _____

G. Sample Contract Agreement

TEACHER'S CONTRACT

Congregation of Wisconsin Evangelical Lutheran Synod

In the name of the Father, the Son, and the Holy Spirit, Amen.

By the authority with which the Lord our God has vested his church on earth,

_____ Lutheran Congregation of

_____ offers this contract to

_____ as a teacher in its school for the term

beginning _____ and ending _____ with the understanding that the contract may be renewed or altered by mutual agreement.

By signing this contract, the teacher obligates herself/himself to perform faithfully the services specified in the accompanying document which is to be considered a part of the contract. These services are to be performed according to the Word of God and the confessional standards of the Evangelical Lutheran Church as drawn from the Sacred Scriptures and found in the Book of Concord, particularly in Dr. Martin Luther's Small Catechism. The teacher also expresses the determination to work toward greater competence in Christian teaching; to maintain Christian discipline in love; to work in Christian harmony with principal (director), teachers, pastor, and board of education; and to set a Christian example.

By signing this contract, the congregation through its officers pledges the teacher its prayerful cooperation and support, its respect for the teacher's office, and its intention to deal with the teacher in Christian love.

We pray God, the Father of our Lord Jesus Christ, to bless the teacher's service in our church and early childhood ministry to the glory of God's holy name, the building of his church, the temporal and eternal welfare of many people, and the teacher's own great joy and blessing.

This contract becomes effective for the designated school term when signed by both parties.

Signed this _____ day of _____ A.D. _____

on behalf of _____ Lutheran Congregation by

Signature of teacher: _____ Date: _____

H. 50 Ways to Build Positive Staff Relationships

Study God's Word together each day
Think before acting
Be a problem solver
Follow through
Keep people informed
Offer solutions, not problems
Establish priorities
Be tactful
Ask rather than demand
Set goals
Be professional
Avoid arguments with colleagues
Be candid and honest
Smile, even when you don't feel like smiling
Praise someone for a job well done
Keep Christ the center of everything
Use common sense
Keep doors open
Relate to people
Have a sense of humor
Learn from others
Confront in a caring way
Children are the primary concern
Be democratic
Request input
Care
Forgive one another
Want children to learn
Relax
Have a social life
Pray
Be thankful for peers
Gather all the facts
Help make ideas work
Worship
Thank others
Keep ministry in mind
Say "good morning" each day
Be empathetic
Reassure
Tackle a challenge
Offer help
Make time for yourself
Be yourself
Compliment someone each day
Be a listener
Patience is a virtue
Be a team member
Love Jesus and your neighbor

I. Conflict Resolution Agreement

(Adapt this for use with your ECM staff, congregational staff and ECM families)

If I have a concern, complaint, conflict, issue or problem with any member of the [name of early childhood program], I agree to follow the steps of conflict resolution outlined below.

- I will contact the person with whom I have a conflict or concern directly, respectfully, and in a timely manner. I will follow Matthew 18:15-20 as a guide to help resolve the problem. Discussing the conflict with anyone other than those directly involved is not appropriate at the beginning.

Conflict Resolution Model

- **Listen actively to each person**
- **Paraphrase what was said; clarify your understanding**
- **Acknowledge the person's feelings**
- **Ask each person what his or her needs are**
- **Jointly brainstorm solutions to meet the needs**
- **Accept all suggestions as possibilities**
- **Evaluate possible solutions and select one**
- **Make an action plan together**
- **Implement the action plan**
- **Check back**
- **Modify the action plan if necessary**

Our Classrooms... will be safe places where everyday conflict is used as a “teachable moment” to share Jesus’ love and forgiveness, to live in God’s grace and mercy, to build children’s self-esteem and self-reliance, problem-solving skills, trust in peers, empathy and compassion for others. Teachers and assistants participate as facilitators, modeling forgiveness and allowing children to practice their conflict resolution skills as they develop and grow.

Signed by staff member

Date

J. Termination of Worker Checklist

Name of Worker _____

Date of Hire _____ Prospective Termination Date _____

- ✓ **DOCUMENTATION 1 (attach to this checklist)**
This documentation should include the time, date, infraction the staff member was involved in, who was involved, where the infraction took place, collaborative documentation from witnesses (other staff, parents, etc.)
- ✓ **Conference with staff members regarding Documentation 1**
Date of Conference
Results of Conference
Improvement Plan
- ✓ **Give worker verbal and written notice that action(s) described in Documentation 1 is (are) cause for termination. Put worker on probation.**
- ✓ **DOCUMENTATION 2 (attach to this checklist)**
Same criteria as Documentation 1.
Also include repetition of the infractions in Documentation 1 and lack thereof to correct them, and/or any new infractions.
- ✓ **Conference with staff members regarding Documentation 2**
Date of Conference
Results of Conference
Improvement Plan
- ✓ **DOCUMENTATION 3 (attach to this checklist)**
Same criteria as Documentation 1
- ✓ **Prepare Letter of Termination**
- ✓ **Give worker a copy of the letter of termination. Retain original in office file.**
- ✓ **Observe worker collect personal belongings; escort worker from the premises**

Summarized from *Assisting Education in Their Ministry* available through WELS Commission on Lutheran Schools

K. Sample Exit Review

[Name of Early Childhood Ministry-Congregation]

Date: _____ Staff Member's Name: _____

Position: _____

Last day of employment: _____

Staff member no longer works in the Early Childhood Program Ministry because:

Exit Interview Questions:

1. What suggestions or ideas do you have for the ECM's improvement and positive change?

2. What did you enjoy most while working within the ECM?

3. What did you enjoy least?

Director's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

L. Sample Performance Reviews

SAMPLE PERFORMANCE REVIEW #1

Name: _____ Position: _____

Excellent

Good

Fair

Poor

ATTITUDE
TOWARD:

Children

Parents

Other staff

Volunteers

Program

ABILITY TO WORK
WITH OTHERS:

Relates to
director and staff
members

Relates to
congregation
members

Relates to
parents and care
givers

RESPONSIBILITY WHEN
NOT SUPERVISED:

Has initiative;
takes
responsibility

ADAPTABILITY:

Changing hours

Working extra
hours

Helping with
other groups

Profiting from
constructive
criticism

L. Sample Performance Reviews

PERFORMANCE:

Work habits

Understanding
program's
purpose

Program
planning and
follow-up

Handling of
behavior
problems

Playground
supervision

Eating
supervision

Toileting
supervision

Resting
supervision

Conforming to
policies

SELF-DEVELOPMENT:

Engages in
spiritual growth
activities

Willingness to
attend
conferences and
courses

Professional
reading

Ability to accept
and use training

Willingness
to change

Understanding
of child
development

ATTENDANCE:

PUNCTUALITY:

L. Sample Performance Reviews

APPEARANCE:

Good grooming

Cleanliness

Voice and
speech

PERFORMANCE
GOALS:

PROFESSIONAL
GOALS:

PERSONAL
GOALS:

Director's signature

Date

Worker's signature

Date

L. Sample Performance Reviews

SAMPLE PERFORMANCE REVIEW #2

Purpose:

1. Maintain and improve each worker's job satisfaction and morale by communicating the supervisor's interest in their job progress and personal development.
2. Provide a forum for discussion for each worker's positive working characteristics and to pinpoint and strengthen areas that need improvement.
3. Provide an opportunity for each worker to discuss job concerns and interests with the supervisor.

Procedure:

1. Each worker shall be reviewed annually during the first quarter. Each worker shall be given a copy of the evaluation form for self-evaluation. Simultaneously the worker's supervisor shall complete an identical form. The worker and supervisor meet to discuss the results.
2. The evaluation process shall be thought of as a tool for helping workers improve already acceptable performance. It is not a grading situation but rather a map-reading session to help people grow and expand on their jobs.
3. Following completion of the process, the evaluation form becomes part of the worker's personnel file.

OBJECTIVES FOR THE CURRENT YEAR:

1.

2.

3.

4.

L. Sample Performance Reviews

ATTAINMENT OF OBJECTIVES IN PREVIOUS YEAR:

Ratings:

- 1 Exceeded objective
- 2 Achieved objective with distinction
- 3 Achieved objective
- 4 Achieved objective in part
- 5 Failed to meet objective

Brief description of objective	1	2	3	4	5	Supporting comments
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

Overall rating: (Circle one) 1 2 3 4 5

L. Sample Performance Reviews

CHARACTERISTICS, SKILLS, AND ABILITIES

Ratings:

1-Exceptional

2-Commendable

3-Competent

4-Developing

5-Marginal

Attitude and Relationships

Understands/appreciates mission/purpose of ministry	1	2	3	4	5
Cooperates with others on staff/board	1	2	3	4	5
Maintains good working relationships	1	2	3	4	5
Accepts direction from director/board	1	2	3	4	5
Is adaptable/flexible	1	2	3	4	5
Maintains constructive attitude	1	2	3	4	5
Applies scriptural principles to call/work	1	2	3	4	5

Communication

Speaks effectively	1	2	3	4	5
Writes effectively	1	2	3	4	5
Conducts meetings effectively; listens patiently, empathetically, perceptively	1	2	3	4	5
Avoids being judgmental	1	2	3	4	5
Is aware of and clearly articulates mission of ECM	1	2	3	4	5

Dependability

Meets quantity of work assigned	1	2	3	4	5
Meets quality standards	1	2	3	4	5
Works constructively under pressure	1	2	3	4	5
Accepts responsibilities	1	2	3	4	5
Meets deadlines	1	2	3	4	5

L. Sample Performance Reviews

	1-Exceptional	2-Commendable	Ratings: 3-Competent	4-Developing	5-Marginal		
Initiative							
Self-motivates			1	2	3	4	5
Resourceful in meeting new problems			1	2	3	4	5
Resourceful in planning			1	2	3	4	5
Aware of new techniques/developments			1	2	3	4	5
Innovative, contributes new ideas			1	2	3	4	5
Professional Growth							
Reads professional journals			1	2	3	4	5
Attends conferences/workshops			1	2	3	4	5
Views kingdom-wide service as professional growth opportunity			1	2	3	4	5
Considers resources beyond district/school			1	2	3	4	5
Management							
Plans/schedules work in assigned areas			1	2	3	4	5
Prepares/controls spending plan			1	2	3	4	5
Makes sound, timely decisions			1	2	3	4	5
Utilizes time effectively			1	2	3	4	5
Administers policies with care			1	2	3	4	5
Inspires confidence in others			1	2	3	4	5
Delegates appropriate responsibilities			1	2	3	4	5
Establishes/maintains clear communication			1	2	3	4	5
Demonstrates leadership capabilities			1	2	3	4	

L. Sample Performance Reviews

	1-Exceptional	2-Commendable	Ratings: 3-Competent	4-Developing	5-Marginal		
<i>Doctrinal Clarity</i>							
Consistent in word and deed with Scripture			1	2	3	4	5
Applies law and gospel appropriately			1	2	3	4	5
<i>Ministerial Responsibilities</i>							
Aware of high calling of ministry			1	2	3	4	5
Aware of spiritual responsibility to others			1	2	3	4	5
Accepts ministry from and ministers to co-workers			1	2	3	4	5
<i>Additional comments:</i>							

OVERALL RATING (CIRCLE ONE): 1 2 3 4 5

Worker's signature: _____ Date: _____

Director's signature: _____ Date: _____

L. Sample Performance Reviews

SAMPLE PERFORMANCE REVIEW #3

Purpose:

1. To communicate the director's interest in the teacher's professional and spiritual development.
2. Provide a forum for discussion for each worker's positive working characteristics and to pinpoint and strengthen areas that need improvement.
3. Provide an opportunity for each worker to discuss job concerns and interests with the supervisor.

Procedure:

1. To prepare for our meeting together (teacher and director) please do the following:
 - a. Review center policies in the Staff Handbook and in the Parent Handbook
 - b. Review again your job description in the Staff Handbook
 - c. Be aware of all the individual tasks that have become your responsibility
 - d. Thoughtfully fill out the self-assessment form. A copy of this will become part of your personnel file.
2. Director and teacher meet to discuss the self-assessment and to plan objectives for the current year.

SELF-ASSESSMENT: ECM TEACHER

Mark the statements below + if it describes you now and 0 if this is something you can learn.

	+	0
Ministerial Responsibilities		
Is aware of and clearly articulates mission of ECM		
Demonstrates awareness of spiritual responsibility toward children, parents, other teachers		
Applies scriptural principles		
Attends worship regularly		
Engages in spiritual growth activities		
Relationships with Other Teachers		
Works as a team member sharing ideas, materials, and assistance		
Aware of other teachers' needs in the classroom		
Offers support to other teachers		
Strives to assume a fair share of work		
Asks for help when needed		

L. Sample Performance Reviews

Professional Characteristics

Follows center policies

Aware of health and safety matters

Demonstrates an understanding of job expectations

Demonstrates adequate planning and organization

Keeps records/reports up-to-date

Completes work assigned timely and with quality

Utilizes time effectively

Accepts direction

Is adaptable/flexible

Resourceful in meeting new problems

Assumes responsibility for minor challenges

Makes sound, timely decisions

Dresses in a professional manner-appropriate
for working with young children

Reads professional journals

Engages in continuing education-workshops, conferences, courses

Relationships with Parents

Listens patiently, empathetically, perceptively

Maintains confidentiality

Maintains friendly, but professional relationships

Relays messages to and from parents accurately

Teaching Style and Strategies

Uses Christian guidance and discipline

Anticipates problems and redirects inappropriate behavior

Maintains proper learning environment

Promotes independence and responsibility

Encourages children's exploration, investigation, and creativity

Considers student's developmental levels and provides age
appropriate experiences

L. Sample Performance Reviews

Meets children's individual needs

Promotes smooth transitions

Able to focus on individual children while being aware of the whole classroom

Regularly records observations of children

REFLECTION AND PLANNING

A. *In general, this is what I learned about myself from the self-evaluation tool*

B. *Select three areas of strength from the self-evaluation tool.*

1.

2.

3.

C. *Select three goals from improvement and make a plan*

Goal #1

Define the goal

Decide what resources are needed

Breakdown into steps and plan along a time line

This is how I know my goal has been met

Factors that may interfere with my improvement plan and solutions that I will apply to these interferences

L. Sample Performance Reviews

Goal #2

Define the goal

Decide what resources are needed

Breakdown into steps and plan along a time line

This is how I know my goal has been met

Factors that may interfere with my improvement plan and solutions that I will apply to these interferences

Goal #3

Define the goal

Decide what resources are needed

Breakdown into steps and plan along a time line

This is how I know my goal has been met

Factors that may interfere with my improvement plan and solutions that I will apply to these interferences

M. Evaluation of Your Professional Growth

Name: _____

Name of agency conducting program: _____

Place of attendance: _____

Title of Program: _____

Date(s) of program: _____

Number of hours/credits: _____

What information or knowledge did you acquire?

What skills did you acquire or develop?

How has your Christian attitude been affected? What attitudes were gained or altered?

Explain how you can implement or apply the knowledge/skills/attitudes gained from this experience in your work as a Christian teacher.