

EXCHANGE

TEACHER SELF-EVALUATION FORM

Instructions: Evaluate your own performance on this form. To the left of each characteristic listed below, write a **W** if you are working on it, **M** if you do it most of the time, or an **A** if you do it always. After you have completed this form, make an appointment with the director and bring it with you.

Relationships

- ___ 1. I share my positive feelings by arriving with a good attitude.
- ___ 2. I greet children, parents, and staff in a friendly and pleasant manner.
- ___ 3. I accept suggestions and criticism from my co-workers gracefully.
- ___ 4. I can handle tense situations and retain my composure.
- ___ 5. I make an effort to be sensitive to the needs of the children and their parents.
- ___ 6. I am willing to share my ideas and plans so that I can contribute to the total program.

Goals

- ___ 1. I have a classroom that is organized for a quality child development program.
- ___ 2. I constantly review the developmental stage of each child so that my expectations are reasonable.
- ___ 3. I set classroom and individual goals and then evaluate regularly.
- ___ 4. I have fostered independence in my children.
- ___ 5. I participate in in-service training opportunities so that I can improve and enlarge my knowledge.

Classroom Skills

- ___ 1. I arrive on time, ready for the first child.
- ___ 2. I face each day as a new experience.
- ___ 3. I plan a balanced program for the children in all skill areas.
- ___ 4. I am organized and have a plan for the day.
- ___ 5. I help each child recognize the role of being part of a group.
- ___ 6. I help children develop friendships.
- ___ 7. I maintain a child oriented classroom.
- ___ 8. The bulletin boards enhance the room.
- ___ 9. Visitors to our classroom are welcome.

Professionalism

- ___ 1. I have been conscientious in my attendance and in my use of sick leave.
- ___ 2. I understand the school philosophy and can share it with parents and community.
- ___ 3. I have been loyal to the school and the director.
- ___ 4. I do not gossip about the staff or the families.
- ___ 5. I maintain professional attitudes on the job, in my demeanor, and in my personal relationships.
- ___ 6. I assume my share of joint responsibilities.
- ___ 7. I participate in pertinent school activities outside my regular hours.

Personal Qualities

- ___ 1. I have a basic emotional stability.
- ___ 2. My general health is good and does not interfere with my responsibilities.
- ___ 3. My personal appearance is suitable for my job.

My Teaching Team

- ___ 1. Has no conflicts which detract from work with children.
- ___ 2. Has a well balanced array of teaching and caring skills.
- ___ 3. Shares leadership and initiative equally.
- ___ 4. On a scale of 0 to 5 (with 0 being least effective and 5 most effective), I would evaluate the effectiveness of my teaching team as noted.

Comments: _____

Signed: _____

Date: _____

Source: This evaluation form was developed by Carol Murphy, former director of the La Croyenda Presbyterian Center for Children in La Croyenda, California. Exchange readers may reproduce it, modify it, and use for in-house evaluations.

Sample Self Evaluation For Teachers

Noriko Ishihara, Andrew D. Cohen



Sample Self Evaluation For Teachers:

Handbook on Teacher Portfolios for Evaluation and Professional Development Pamela D. Tucker, James H.

Stronge, Christopher R. Gareis, 2002 This research based book provides details on how educators can dramatically increase student achievement It offers numerous experience based ideas and strategies which can be applied to any school or district This book will help you establish a results oriented focus on the curriculum increase time on task and academic rigor for ALL students provide a supportive accountability system for all staff members identify and eliminate educational practices that lower student achievement and introduce an achievement audit process that will increase student performance in any school or district

Teaching Dance as Art in Education Brenda Pugh McCutchen, 2006 Brenda McCutchen provides an integrated approach to dance education using four cornerstones dancing and performing creating and composing historical and cultural inquiry and analysing and critiquing She also illustrates the main developmental aspects of dance

Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs

operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature Becoming a Teacher of Writing in Elementary Classrooms Donna Kalmbach Phillips, Mindy Legard Larson, 2015-12-22 Becoming a Teacher of Writing in Elementary Classrooms nurtures teachers identities as writers connects to the realities of writing instruction in real and diverse classrooms and encourages critical and creative thinking This text is about writing instruction as a journey teachers and students embark on together The focus is on learning how to teach writing through specific teaching and learning structures found in the Writing Studio mini lessons teacher and peer conferencing guided writing and sharing celebrating and broadcasting writing Pedagogical features include teaching structures and strategies Problematising Practice classroom scenarios assessment resources and a Companion Website Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio a parallel text Becoming writer give readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer **The English Teacher's Survival Guide** Mary Lou Brandvik, Katherine S. McKnight, 2011-03-01 Problem solving techniques for all aspects of the English teacher's job This unique time saving book is packed with tested techniques and materials to assist new and experienced English teachers with virtually every phase of their job from lesson planning to effective discipline techniques The book includes 175 easy to understand strategies lessons checklists and forms for effective classroom management and over 50 reproducible samples teachers can adopt immediately for planning evaluation or assignments It is filled with creative and functional ideas for reading response activities writing assignments group and individual projects and speeches Offers instructions for creating and implementing an effective classroom wide behavior management program Shows how to practice the art of teaching English effectively and reduce time on labor intensive tasks Reveals how to work effectively with parents colleagues substitute teachers administrators and community resources The second edition includes coverage of technology in the classroom advice for working with reluctant readers a wealth of sample teaching units and more Writing Year-End Teacher Improvement Plans-Right Now!! Cornelius L. Barker, Claudette J. Searchwell, 2001 This book is a ready reference guide that will allow the busy administrator to compose detailed year end improvement plans and professional improvement plans in half the time Forms are provided which allow administrators to Identify demonstrated strengths in teaching performance Pinpoint areas requiring improvement Provide salient suggestions for strengthening areas of weakness and improving performance Utilize a coded method of recording selected benchmark areas Complete year end teacher improvement plans quickly and easily Review the achievements made by teachers during the previous year Chart ongoing progress as teachers work toward meeting objectives In the ever evolving classroom there should be a continuous cycle of providing quality instruction assessing results and reconfiguring instructional techniques in order to maximize student

achievement Reflective analysis of personal and professional practices with the resultant outcomes is essential to reaching sound objectives Writing Year End Teacher Improvement Plans Right Now provides all the tools principals need to efficiently and effectively promote teachers professional growth from assessment to improvement to charting progress *English Teaching Forum* ,2000 Teaching and Evaluating Student Writing ,1988 Discusses how to improve the teaching of writing in the classroom how student compositions should be evaluated and the relation of writing to other studies **Resources in Education** ,1999-10 **Principles and Practices of Teaching and Training** Ann Gravells,2017-10-02 Written by bestselling author Ann Gravells this is the complete go to guide for anyone wanting to be or working as a teacher or trainer in the further education and skills sector in the UK and beyond It has all the information you need to work towards a qualification such as the Award Certificate or Diploma in Education and Training It is also relevant to anyone taking a Train the Trainer course or an international teaching qualification The book takes you through all the information you need to know opening up the topic for learning in an easily accessible way Interactive activities are included throughout along with real examples of teaching and training in practice The book also includes examples of completed teaching documents This is a comprehensive text covering The role of a teacher trainer Factors contributing to learning Planning and facilitating learning for groups and individuals Using technology and resources to support learning Assessing learning Quality assurance Evaluation reflection and continuing professional development CPD Preparing for a micro teach session and teaching observed practice OECD Reviews of Evaluation and Assessment in Education Teacher Evaluation in Chile 2013 Santiago Paulo,Benavides Francisco,Danielson Charlotte,Goe Laura,Nusche Deborah,2013-11-08 This book provides from an international perspective an independent analysis of major issues facing teacher evaluation current policy initiatives and possible future approaches in Chile Reading and Writing Skills: Cognitive, Emotional, Creative, and Digital Approaches María Isabel de Vicente-Yagüe Jara,Elena Jiménez-Pérez,Pedro García Guirao,Olivia López Martínez,2023-12-14

Assessing Writing to Support Learning Sandra Murphy,Peggy O'Neill,2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary

understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching Hodges, Tracey S.,2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians **Teaching and Learning Pragmatics** Noriko Ishihara,Andrew D. Cohen,2021-09-30 An understanding of sociocultural context is crucial in second language learning yet developing this awareness often poses a real challenge to the typical language learner This book is a language teachers guide that focuses on how to teach socially and culturally preferred language for effective intercultural communication Moving beyond a purely theoretical approach to pragmatics the volume offers practical advice to teachers with hands on classroom tasks included in every chapter Readers will be able to Understand the link between language use linguacultural diversity and multilingual identity Identify possible causes of learner errors and choices in intercultural communication Understand applied linguistics theories that support culturally sensitive classroom practices Develop a pragmatics focused instructional component classroom based assessments and curricula Help learners to become more strategic about their learning and performance of speech acts Incorporate technology into their approach to teaching pragmatics This book aims to close the gap between what research in pragmatics has found and how language is generally taught today It will be of interest to all language teachers graduate students in language teaching and linguistics teacher educators and developers of materials for teaching language The Art and Design Teacher's Handbook Susie

Hodge,2010-09-02 The ultimate art and design teacher s handbook with guidance on planning lessons inspiring creativity and imagination in pupils and getting great results **Learning Assessment Techniques** Elizabeth F. Barkley,Claire H.

Major,2016-01-19 50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to Know what and how well your students are learning Promote active learning in ways that readily integrate assessment Gather information that can help make grading more systematic and streamlined Efficiently collect solid learning outcomes data for institutional assessment Provide evidence of your teaching effectiveness for promotion and tenure review Learning Assessment Techniques provides 50 easy to implement active learning techniques that gauge student learning across academic disciplines and learning environments Using Fink s Taxonomy of Significant Learning as its organizational framework it embeds assessment within active learning activities Each technique features purpose and use key learning goals step by step implementation online adaptation analysis and reporting concrete examples in both on site and online environments and key references all in an easy to follow format The book includes an all new Learning Goals Inventory as well as more than 35 customizable assessment rubrics to help teachers determine significant learning goals and appropriate techniques Readers will also gain access to downloadable supplements including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle College teachers today are under increased pressure to teach effectively and provide evidence of what and how well students are learning An invaluable asset for college teachers of any subject Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching learning and assessment *Discipline Survival Guide for the Secondary Teacher* Julia G.

Thompson,2010-11-09 Ideas for creating an orderly classroom where learning can thrive This unique hands on book is packed with tested ideas and strategies to help you create a classroom environment where good conduct and high achievement are the norm and where students become self motivated and take responsibility for their actions The second edition is fully revised and updated to reflect changes in the past decade Puts the focus on the teacher as a leader and coach who encourages students to buy into a classroom management approach Offers information about setting limits safety issues and protecting student s privacy Covers topics including technology disruptions in the classroom form i pods and cell phones computers in the classroom motivating engaging instructing students and communicating with students and parents This must have resource offers a comprehensive and accessible guide to discipline in the school setting complete with handy forms checklists and self assessments **A Guide to Teaching Practice** Louis Cohen,Lawrence Manion,Keith Morrison,Dominic

Wyse,2010-06-17 A Guide to Teaching Practice is the major standard text for all students on initial teacher training courses in the UK Authoritative yet accessible it covers the important basic skills and issues that students need to consider during their practice such as planning classroom organization behaviour management and assessment The book s focus on the quality of teaching and learning and consideration of the latest regulations and guidelines ensures that it fits comfortably

within TTA and OfSTED frameworks In addition comprehensively revised and fully updated this fifth edition features brand new chapters on the foundation stage legal issues learning and teaching and using ICT in the classroom as well as new material on numeracy literacy children s rights progress files and gifted and talented children This book is the most respected and widely used textbook for initial teacher training courses and will be an essential resource for any student teacher

Strategy Instruction for Students with Learning Disabilities Robert Reid,Torri Ortiz Lienemann,Jessica L. Hagaman,2013-09-06 Practical and accessible this book provides the first step by step guide to cognitive strategy instruction which has been shown to be one of the most effective instructional techniques for students with learning problems Presented are proven strategies that students can use to improve their self regulated learning study skills and performance in specific content areas including written language reading and math Clear directions for teaching the strategies in the elementary or secondary classroom are accompanied by sample lesson plans and many concrete examples Enhancing the book s hands on utility are more than 20 reproducible worksheets and forms

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