

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 LaCrescenda Presbyterian Center for Children in LaCrescenda, California. Exchange readers may reproduce it, modify it, and use for in-house evaluations.

Sample Self Evaluation For Teachers

LM Reder



Sample Self Evaluation For Teachers:

Teacher Self-Evaluation Tool Kit Peter W. Airasian, Arlen R. Gullickson, 1996-10-31 What is teacher self evaluation Why is it important The authors of this book address these questions by describing common strategies used in teacher self evaluation and providing numerous examples of simple self evaluation procedures to help teachers learn about their teaching beliefs knowledge practices and effectiveness They conclude with suggestions for beginning the self evaluation process

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

Student Self-Evaluation:

Fostering Reflective Learning Jean MacGregor, 1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help teachers and institutions learn about student learning This volume of *New Directions for Teaching and Learning* introduces

the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal *New Directions for Teaching and Learning* For more information on the series please see the Journals and Periodicals page *A Resource Guide for Secondary School Teaching* Eugene C. Kim, Richard Dean Kellough, 1991

Teaching and Evaluating Student Writing Mary Ann Trost, 1985 **International Encyclopedia of Education**, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage *International Encyclopedia of Education Third Edition* succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Am I Teaching Well?** Vesna Nikolic, Hanna Cabaj, 2000 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t **Yearbook of the Department of Classroom Teachers** National Education Association of the United States. Department of Classroom Teachers, 1930 **Developing a Self-Evaluating School** Paul K. Ainsworth, 2010-07-01 Do you need to urgently develop a cohesive school evaluation system Are you a middle leader looking to conduct your own small scale research Do you need to find a systematic way to evaluate your extended school Self evaluation is a part of everyday school life but it can be both daunting and time consuming This practical easy to navigate guide introduces the main tools of self evaluation and looks at how schools and individuals in different contexts and roles have successfully used these tools in a holistic way Designed to be easily dipped into according to your needs each chapter has been divided into three sections the basics the detail and a conclusion The basics provides an overview of key tools and approaches the detail gives guidance on implementation with plenty of case studies and questions at the end of each section encourage reflection

on your own context and practice Written with busy professionals in mind this book is essential reading for the senior leadership team middle leaders and teachers interested in developing their own self evaluations **English Teachers**

Survival Guide Mary Lou Brandvik,1994-03-04 For both new and experienced English teachers grades 7 12 here is a unique time saver and problem solver packed with tested techniques and materials to assist you in virtually every aspect of your job from dealing with discipline problems and handling paperwork to teaching the writing process Included are 175 easy to use strategies lessons and checklists for effective classroom management and over 50 reproducible samples that you can adopt immediately for planning evaluation or assignments The Guide helps you create a classroom that reflects the excitement for learning that every English teacher desires It will also show you how to practice the art of teaching English effectively and leave labor intensive ways behind by devising a fair grading system creating a positive design for discipline delegating tasks to students that can become learning experiences for them and time savers for you arranging the room for efficient classroom management and more In addition to scores of specific ideas for writing and reading activities the Guide includes Techniques for integrating the teaching of speaking listening writing and literature A plan for managing and monitoring cooperative learning activities from determining group size to evaluating group work and grading projects Steps for creating a master plan individual units and daily lessons with guidance on team teaching and Advice on how to reach the learning disabled students who are mainstreamed into your classroom With this resource you will gain the perspective of a master teacher in working with students as well as others parents colleagues substitute teachers administrators and community resources and regain or maintain the idealism that originally cause you to become a teacher **Teacher Self-Evaluation**

Lya Kremer-Hayon,1993-08-31 In response to the emerging need to develop teachers as professionals who evaluate their own work this book presents the foundations of self evaluation as well as self evaluation models and tools that are likely to help educational practitioners to evaluate their own teaching and thus raise the level of their professional functioning The book is intended to serve several groups student teachers whose socialization into the teaching profession should include the perception of self evaluation as an inherent part of teaching the student teachers supervisors who are expected to help in developing the knowledge and skills that are needed for purposes of self evaluation and teachers school principals and university instructors in departments of teacher education who are interested in teacher's growth and in the development of teaching as a profession **School Science and Mathematics** ,1928 *NEA Research Bulletin* ,1928 *Engaging*

Teachers in Assessment of Their Students' Narrative Writing ,1994 *Classroom Literacy Assessment* Jeanne R. Paratore,Rachel L. McCormack,2007-04-04 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The

volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples Self-assessment and Development in Writing Jane Bowman Smith,Kathleen Blake Yancey,2000 This collection explores student self assessment and its role in the development of writing Chapters address both theoretical and practical issues and make connections to extend the work done by teacher evaluation of student writing peer evaluation and in portfolios **Journal of Health, Physical Education, Recreation** ,1963 **Teaching Students in Inclusive Settings** Dianne F. Bradley,Margaret E. King-Sears,Diane M. Tessier-Switlick,1997 This book provides information for teachers to use when including students with disabilities in general education schools and classrooms This book provides theory with a lot of practical how to information focuses on methods for students with mild moderate and severe disabilities at all grade levels and contains examples that are based on real life applications of how educators from all disciplines have used these methods **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , **Teacher Self-evaluation** Ray Hamill Simpson,1966

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