

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:

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, Problematizing 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 a Writer*, gives readers space to consider who they are as a writer, their personal process as a writer, and who they might become as a writer. *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. *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, linguistic 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. Portfolio

Assessment for the Teaching and Learning of Writing Ricky Lam, 2018-06-26 This book provides teachers, instructors, scholars, and administrators with a practical guide to implement portfolio assessment of writing in their work contexts. Unlike most existing volumes which underscore theory building, it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes, reflective components, task types, and design, scoring methods, and actionable recommendations. **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 *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 **Innovative Approaches in**

Teaching English Writing to Chinese Speakers Barry Lee Reynolds, Mark Feng Teng, 2021-01-18 Informed by theory research and classroom practice the volume provides a systematic overview of critical L2 writing issues Additionally with the aim to support instruction across all levels of education for Chinese speakers this book introduces pre service and in service teachers to new teaching ideas techniques and practice **Cambridge English for Schools Starter Teacher's Book**

Andrew Littlejohn, Diana Hicks, 1997-01-23 Course for young students This course includes an A Z of Methodology reference section Videos and tests are also available for all levels of the course Levels 1 4 contain around 80 hours of class work

depending on the various options used The Starter Level provides around 40 60 hours of class work

Acts of Teaching
 Joyce Armstrong Carroll, Edward E. Wilson, Nicole Klimow, Kristy Hill, 2018-11-09 Inclusive of the scope and authoritative references from earlier editions this edition additionally embraces the digital world and provides practical suggestions for performing the act of teaching Teachers of writing at all levels will applaud this edition for its new features designed to help teachers to understand and teach to today's new paradigms in writing New to this edition are two chapters on cognition and technology respectively a chapter on early literacy with student samples and for the first time an online connection that links readers to important articles visuals and resources Essay writing is explored through discussion of the thesis and its criteria five organizational patterns for the expository essay and distinctions among the opinion persuasive and argumentative essay Several new prewriting strategies are also provided A Sense Notebook Looking Contouring an expanded explanation of Blueprinting and a discussion of a hierarchical approach to organization

Resources in Education, 1999-10 *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

The Survival Kit for the Elementary School Principal Abby Barry Bergman, Judy Powers, Michael L. Pullen, 2010-02-26 For the new and veteran elementary school principal here is a unique survival kit packed with tested advice practical guidelines and ready to use materials for all aspects of your job From the perspective of an author with twenty five years experience this book offers techniques such as creating a school vision building and sustaining morale utilizing technology and long term strategic school planning The included companion CD ROM serves as the perfect enhancement to this book This time saving device contains all of the book's forms checklists and letters for easy print out and use

Design, Learning, and Innovation Eva Brooks, Jeanette Sjöberg, Anders Kalsgaard Møller, 2022-05-23 This book constitutes the refereed post conference proceedings the 6th EAI International Conference on Design Learning and Innovation DLI 2021 which took place in December 2021 Due to COVID 19 pandemic the conference was held virtually The theme for DLI 2021 was Shifting boundaries to discover novel ways and emerging technologies to realise human needs ideas and desires targeting a conceptualisation of the effects and impact of digital technologies for in an inclusive and playful way fostering human beings to realising their needs ideas and desires The 17 revised full papers presented were carefully selected from 36 submissions and are organized in four thematic sessions on digital technologies design and learning tools and models artificial intelligence virtual reality and augmented reality in learning innovative designs and learning

Teaching and Evaluating Student Writing Mary Ann Trost, 1985 Spectrums and Spaces of Writing, 2019-01-04 This volume was first published by Inter Disciplinary Press in 2013 The chapters in this book provide an overview of both global and interdisciplinary perspectives on Writing In an era when technology in general and social media in particular has appeared to overtaken academic discussion in regard to how we communicate the thoughts research and praxes in this volume reveal that while the concept of writing has changed dramatically in the past decades the flow of words on a page or computer screen as a large flow of text still remains one of the key forms in which humans are able to crystallize thoughts Each chapter reveals a particular facet of this process revealing that it is only through the crafting process of producing words through the conduit of head to heart to hand that we can create and understand the external composite of internal creativity and reveal the power of human reflection The clearly demonstrates that writing is encapsulated humanity

Best Practices in Writing Instruction, Third Edition Steve Graham, Charles A. MacArthur, Michael A.

Hebert, 2018-12-26 Well established as a definitive text and now revised and updated with eight new chapters this book translates cutting edge research into effective guidelines for teaching writing in grades K 12 Illustrated with vivid classroom examples the book identifies the components of a complete high quality writing program Leading experts provide strategies for teaching narrative and argumentative writing using digital tools helping students improve specific skills from handwriting

and spelling to sentence construction teaching evaluation and revision connecting reading and writing instruction teaching vulnerable populations using assessment to inform instruction and more New to This Edition Chapters on new topics setting up the writing classroom and writing from informational source material New chapters on core topics narrative writing handwriting and spelling planning assessment special needs learners and English learners Increased attention to reading writing connections and using digital tools Incorporates the latest research and instructional procedures See also Handbook of Writing Research Second Edition edited by Charles A MacArthur Steve Graham and Jill Fitzgerald which provides a comprehensive overview of writing research that informs good practice *Teacher Action Research* Gerald J.

Pine,2008-10-31 This is a wonderful book with deep insight into the relationship between teachers action and result of student learning It discusses from different angles impact of action research on student learning in the classroom Writing samples provided at the back are wonderful examples Kejing Liu Shawnee State University Teacher Action Research Building Knowledge Democracies focuses on helping schools build knowledge democracies through a process of action research in which teachers students and parents collaborate in conducting participatory and caring inquiry in the classroom school and community Author Gerald J Pine examines historical origins the rationale for practice based research related theoretical and philosophical perspectives and action research as a paradigm rather than a method Key Features Discusses how to build a school research culture through collaborative teacher research Delineates the role of the professional development school as a venue for constructing a knowledge democracy Focuses on how teacher action research can empower the active and ongoing inclusion of nontraditional voices those of students and parents in the research process Includes chapters addressing the concrete practices of observation reflection dialogue writing and the conduct of action research as well as examples of teacher action research studies *OECD Reviews of Evaluation and Assessment in Education: School Evaluation in the Flemish Community of Belgium 2011* Shewbridge Claire,Hulshof Marian,Nusche Deborah,Stoll Louise,2011-12-07 This report provides for the Flemish community in Belgium an independent analysis of major issues facing the educational evaluation and assessment framework current policy initiatives and possible future approaches

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

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