

Teacher Self-Evaluation – Fall/Spring (for teachers)

1. Implement and integrate curriculum.

Use our school curriculum and resources, integrate topics into different areas of development (socio-emotional, cognitive, physical); make connections between our three areas of focus (art, nature and intergenerational programming). Follow the lead of the children in providing materials and experiences, taking areas of interest to a deeper level of understanding.

Fall

Areas of strength:

Areas for growth:

Spring

Changes:

- ## 2. Maintain an attractive, functional and novel learning environment.
- Set up the classroom and outdoors for discovery. Provide an environment that encourages respect of materials. Change the environment to keep interest high.

Fall

Areas of strength:

Areas for growth:

Spring

Changes:

- ## 3. Track the development of the individual children, assess needs, and plan based on those needs.
- Spend time observing children daily and have a system for recording

observations, paying attention to all areas of development. Use information about individual children in planning activities. Share this information with parents.

Fall

Areas of strength:

Areas for growth:

Spring

Changes:

- 4. Establish and maintain relationships with parents early in the year.** Provide initial conferences for new families. Provide positive feedback to parents about each child within the first couple weeks of school to establish a positive relationship. Provide immediate feedback to parents about issues that are problematic. Take a problem-solving approach.

Fall

Areas of strength:

Areas for growth:

Spring

Changes:

Fall
Goals (choose two or three)

1.

2.

3.

What do I need to make this happen? (materials, time, support)

How will I know if I'm making progress?

Spring
Were these goals accomplished/what progress was made?

1.

2.

3.

Did I get the support I needed?