

SELF-EVALUATION

Early Childhood Teacher

I am like this: This is something I can learn:

When people say, "This is an effective teacher," they mean that she/he:

Personal Qualities and Classroom Presence

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Acts relaxed and comfortable, yet alert |
| <input type="checkbox"/> | <input type="checkbox"/> | Maintains good eye contact, often getting down to child's eye level |
| <input type="checkbox"/> | <input type="checkbox"/> | Speaks with a voice that is gentle, quiet, calm, and firm sending messages that are direct and clear |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a special voice for talking to children |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a clean, healthy, professional appearance and wears clothes appropriate to the day's work |
| <input type="checkbox"/> | <input type="checkbox"/> | Listens carefully and respectfully |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a high tolerance for variety of noise and movement and doesn't expect order every moment |
| <input type="checkbox"/> | <input type="checkbox"/> | Touches children often with movements that soothe, guide, redirect, reassure, reinforce |

Teaching Style and Strategies

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Enjoys children and expresses genuine interest in them |
| <input type="checkbox"/> | <input type="checkbox"/> | Is willing to learn from children and follow their lead |
| <input type="checkbox"/> | <input type="checkbox"/> | Is able to focus on individual children while being aware of what is happening throughout the classroom |
| <input type="checkbox"/> | <input type="checkbox"/> | Relates to each child's personality and developmental level |
| <input type="checkbox"/> | <input type="checkbox"/> | Uses positive statements |
| <input type="checkbox"/> | <input type="checkbox"/> | Is empathetic—able to feed back to the child an understanding of the feelings behind his words or behavior |
| <input type="checkbox"/> | <input type="checkbox"/> | Makes opportunities for one-to-one activities with children |
| <input type="checkbox"/> | <input type="checkbox"/> | Is aware of differing moods of children, adjusts standards for them when they are fatigued, irritated, overstimulated, stressed |
| <input type="checkbox"/> | <input type="checkbox"/> | Remains in control in startling or difficult situations |
| <input type="checkbox"/> | <input type="checkbox"/> | Enjoys humorous incidents with children; enjoys laughing with them |
| <input type="checkbox"/> | <input type="checkbox"/> | Actively participants with children, has a plan for each day—goals to be accomplished |
| <input type="checkbox"/> | <input type="checkbox"/> | Sets consistent, realistic limits and focuses on the behaviors (not the child) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provides guidance in development of good habits for eating, resting, toileting, learning, exercise |
| <input type="checkbox"/> | <input type="checkbox"/> | Responsive to the rhythms and tempos of the child |
| <input type="checkbox"/> | <input type="checkbox"/> | Shows enthusiasm for the day, coming up with new and interesting ideas and activities to share with children |
| <input type="checkbox"/> | <input type="checkbox"/> | Supports cultural differences |
| <input type="checkbox"/> | <input type="checkbox"/> | Positions self naturally in strategic spots |

Environment/Climate Design

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Creates an environment where children are comfortable enough to verbalize their feelings |
| <input type="checkbox"/> | <input type="checkbox"/> | Creates an atmosphere that is comfortable, home-like, safe |
| <input type="checkbox"/> | <input type="checkbox"/> | Provides an organized, structured schedule to reassure children |

- ☐ ☐ Fosters inquisitiveness about physical world
- ☐ ☐ Facilitates social interactions among children
- ☐ ☐ Questions and explores with children so that all learn through discovery
- ☐ ☐ Maintains an organized, clean classroom
- ☐ ☐ Tends to repairs
- ☐ ☐ Considers the outdoors part of the learning environment

Relationship to Other Teachers

- ☐ ☐ Accepts criticism and is responsive to changes
- ☐ ☐ Gets along well with others
- ☐ ☐ Asks for help when needed
- ☐ ☐ Is quick to express approval and support for other staff
- ☐ ☐ Is willing to listen to suggestions and other ideas but not just a yes person
- ☐ ☐ Is aware of other teachers' needs in classroom and prepared to *take over* when necessary
- ☐ ☐ Is slow about making judgments and sensitive in sharing negative feedback
- ☐ ☐ Shares leadership when necessary, leads when necessary, steps aside when necessary
- ☐ ☐ Risks sharing of self and abilities, ideas and strengths
- ☐ ☐ Is a team player, provides ongoing training to new teachers, involves other staff in planning

Relationship to Parents

- ☐ ☐ Communicates with parents at drop-off and pick-up times, and as needed throughout the day
- ☐ ☐ Schedules parent conferences when needed
- ☐ ☐ Does not discuss a child's behavior when he is present
- ☐ ☐ Respects families' right to privacy by not discussing problems with others
- ☐ ☐ Assists parents with goals for children
- ☐ ☐ Perceives self as part of a support system to parents, someone whose role is to strengthen the family unit
- ☐ ☐ Is able to make parents aware of their strengths
- ☐ ☐ Uses the insights of parents about their children
- ☐ ☐ Is available to parents

Professional Responsibilities

- ☐ ☐ Attends regular staff meetings and workshops
- ☐ ☐ Attends to all four areas of human development in planning—*affective, social, psychomotor, and cognitive*
- ☐ ☐ Conscientious effort to expand knowledge of good early childhood teaching
- ☐ ☐ Willing to try something new—not afraid to risk failing/mistakes
- ☐ ☐ Manages time well
- ☐ ☐ Demonstrates pride in being a child care teacher
- ☐ ☐ Takes advantage of opportunities provided for you

This form was developed by Exchange Press as a service to our readers. Please use it in your program. We have built on forms developed by several programs and wish to acknowledge: Hopewell Country Day School, Hopewell, NJ; Tahoe Tots; Margye Smith for Big and Little Child Development Center, Mundelein, IL, and Kendall Child Care, Evanston, IL; Playfactory Pre-School, Temple City, CA; Harvard Yard Child Care Center; and Joyce Barlow for District 65 Kindergarten Child Care, Evanston, IL.