

Parent-Child Mother Goose Program® Teacher Self-Evaluation Form

If you are sending data from this form by email please make sure that your email subject says: data for Teacher Self-Evaluation Form

The evaluation form should be completed and sent to the National Office after each ten-session term either by printing it out and sending a hard copy by mail or through email by clicking on the Submit by Email button in the top right corner of this page.

Note: Learning about the program and how to teach it is an ongoing process. We expect that in the first few terms of teaching a Parent-Child Mother Goose Program® that you will have some areas in which you are achieving Program standards consistently and others in which you are having difficulty. Please evaluate yourself honestly and carefully, and comment on each area below. It can be helpful to talk with and get feedback from your co-teacher. Send your evaluation with your Program reports for each term, including copies of the Participant Responses.

Note: In this form, the feminine pronoun is meant to include the masculine pronoun, as well.

Please call the office at any time with questions or concerns or stories from your program. We will be delighted to hear from you.

Your name:

Your co-teacher's name:

Date of your Teacher Training Workshop (MM/DD/YY)

Dates of Program Term:

to

Date of evaluation:

This is your 1st ☐ 2nd ☐ 3rd ☐ or ☐ term

Name and address of organisation hosting the Parent-Child Mother Goose Program®

Host Organisation

Street

City

Province

Country

Postal Code

Telephone

Fax

E-mail

Contact person at organisation

Parent-Child Mother Goose Program[®]

Teacher Self-Evaluation Form

Complete and submit this form to the National Office after each ten-session term.

For each answer, check one of the boxes to indicate where you feel you are functioning in each area and/or check the appropriate box below. Comments and stories from your program experience are valuable and appreciated.

Example:

1.a2 I arrive at the expected time before the start time of the teaching session.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	always sometimes not at all
	Need support <input type="checkbox"/>
Comments:	<div></div>

1 NECESSARY TASKS AND RESPONSIBILITIES

Parent-Child Mother Goose Program[®] teachers must perform the following tasks for an effective program.

1.a Before the session

1.a1 I make reminder phone calls to participants.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	always sometimes not at all
	Need support <input type="checkbox"/>
Comments:	<div></div>

1.a2 I arrive at the expected time before the start time of the teaching session.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	always sometimes not at all
	Need support <input type="checkbox"/>
Comments:	<div></div>

1.a3 I take part in room and refreshment set-up.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	always sometimes not at all
	Need support <input type="checkbox"/>
Comments:	<div></div>

1.b During the session

1.b1 I am aware of wandering children and am aware of potential problems they present.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes Need support not at all

Comments:

1.b2 I respond appropriately to problems in the group.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes Need support not at all

Please elaborate:

1.b3 I assist with serving snack.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes Need support not at all

Comments:

1.b4 I am aware of and respond appropriately to the needs of participants during the snack break.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes Need support not at all

Comments:

1.c After the session

1.c1 I allow sufficient time for post-session tasks, record keeping and planning.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes Need support not at all

Comments:

1.c2 I participate in clean-up.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes Need support not at all

Comments:

1.c3 I sit down with my co-teacher to discuss all aspects of the session.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

1.c4 I participate in recording statistics.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

1.c5 I participate in writing the session record.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

1.c6 I reflect on the responses of the individuals, and make insightful observations about individuals as well as about the group as a whole.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

1.c7 I suggest actions to meet the needs of participants.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

1.c8 I participate in planning the next session based on my and my co-teacher's observations.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

1.c9 I reflect on my own work during the session.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

2

PROGRAM CONTENT

Parent-Child Mother Goose Program[®] uses rhymes, songs, and stories to foster attachment between parent and child, and to nurture a repertoire of resources that a parent can share with her child during joyful, challenging, and sad times, and to ease the stresses of everyday life. A P-CMGP teacher builds a repertoire of oral material that she can use with confidence, that addresses the needs of participants as a group and individually, and that is appropriate to the program and its participants.

Rhymes

2.a I am able to choose rhymes that meet the goals of the P-CMGP.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

2.b I have a repertoire of rhymes that I can use with confidence, of:

☐ ☐ ☐ ☐ ☐
 1-3 rhymes 4-6 rhymes 7-10 rhymes 11-14 rhymes 15 or more rhymes

Comments:

2.c I seek new rhymes to add to my repertoire of rhymes.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

Songs

2.d I am able to choose songs that meet the goals of the Parent-Child Mother Goose Program®.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

2.e I have a repertoire of songs, including lullabies and dancing songs, which I can use with confidence, of:

☐ ☐ ☐
 1-3 songs 4-7 songs 8-10 songs

Comments:

2.f I am adding to my repertoire of songs.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

Stories

2.g I am able to choose stories that meet the goals of the Parent-Child Mother Goose Program®.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

2.h I have a repertoire of stories that I can use with confidence of:

☐ ☐ ☐
 1-2 stories 3-4 stories 5 or more stories

Comments:

2.i I am adding to my repertoire of stories.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

2.j I am able to plan a well-balanced session using rhymes, songs, and stories that meet the goals of the P-CMGP.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 always sometimes not at all
 Need support ☐

Comments:

3

RELATING TO PARTICIPANTS

Parent-Child Mother Goose Program[®] teachers know that all parents come to the program with both strengths and challenges, and work with parents respectfully, building on the strengths they already have.

3.a I work to create a welcoming atmosphere.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

3.b I am able to connect with the adult participants in a meaningful way.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

3.c I communicate support and openness in dealing with problems.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

3.d I have realistic expectations of the children, and communicate these to the parents.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

3.e I know and use positive strategies for dealing with a child whose behaviour is of concern within the group.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

3.f I am able to respond appropriately to parents with concerns about their children's behaviour or welfare.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

3.g I know and share knowledge of community resources with the adults.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

4

GROUP LEADERSHIP AND TEACHING SKILLS

A Parent-Child Mother Goose Program[®] teacher is able to work at many levels at once: teaching rhymes, observing behaviour and interactions, adapting the plans for the day to the needs of the group as they arise, and allowing space for contributions by the parents.

4.a I am comfortable in the role of group leader and teacher.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

4.b I am able to use a variety of teaching strategies.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

4.c I am aware of the needs of the group and of individuals in the group.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

4.d I am able to take initiative and keep the program moving at a relaxed pace that allows for contributions by the parent participants, and for enough repetitions of the rhymes so that parents are able to learn the material by heart.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

5 OUTREACH

5.a I am aware of potential referral sources for the Parent-Child Mother Goose Program[®]

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 fully able/aware just beginning

Comments:

5.b I contact referral sources and distribute information about the program.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 fully able just beginning

Comments:

6

IDEAS AND GOALS OF THE PROGRAM

A Parent-Child Mother Goose teacher must understand the philosophy underlying the program and must express this understanding through the way in which she goes about her role in the program.

5.c I am able to prepare and present a P-CMGP outreach session to other community workers and programs.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 fully able just beginning

Comments:

6.a I understand why we use the methods and choose the content of the P-CMGP.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

6.b I understand the goals of the program.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

6.c I understand the needs of the participants.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

6.d My way of teaching and relating to group members reflects my understanding of the principles and goals of the P-CMGP.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all
 Need support ☐

Comments:

7

OTHER

7.a I feel supported by my management and organisation to teach the program.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all

Comments:

7.b I am receiving the assistance I need from the P-CMGP.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 completely somewhat not at all

Comments:

8

MY GOALS FOR THE NEXT TERM OF PRACTICUM EXPERIENCE

8.a I have identified the areas that I need to work on in the next term of Practicum Experience. They are:

8.b My goals for the next term are:

8.c To reach these goals, I need the following kinds of support:

