

## PRESCHOOL EVALUATION

GDO-E6

STAFF NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

EVALUATOR NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

***CIRCLE THE NUMBER THAT MOST CLOSELY DESCRIBES THIS TEACHER,  
HIS/HER\*CLASSROOM OR TEACHING STYLE***

\*The pronoun "she" is used in this form for convenience.

### PROFESSIONALISM

- |    |   |  |
|----|---|--|
| 1. | She is a good team member   | It is often difficult for her to work with others                      |
|    | 5                      4                      3                      2                      1 |  |
| 2. | I feel that she has good time management skills<br>both on and off the job                    | She has a difficult time completing things<br>or using her time wisely |
|    | 5                      4                      3                      2                      1 |  |
| 3. | She continually seeks to learn new information<br>early about the field                       | She spends little time studying the<br>childhood issues                |
|    | 5                      4                      3                      2                      1 |  |

### WORKING WITH PARENTS

- |    |   |  |
|----|---|--|
| 1. | Parents are very involved in her classroom.   | It is very difficult for her to get parents to participate.                        |
|    | 5                      4                      3                      2                      1 |  |
| 2. | Parents seem able to communicate freely with<br>her and understand what she is saying.        | Parents often misunderstand what she is<br>saying or avoid communicating with her. |
|    | 5                      4                      3                      2                      1 |  |
| 3. | Parents support her teaching with continued<br>learning experiences at home.                  | Parents never follow through with anything<br>She has been doing at school.        |
|    | 5                      4                      3                      2                      1 |  |

## CLASSROOM MANAGEMENT

- |    |   |   |
|----|---|---|
| 1. | Logical consequences and encouragement used.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div>                                  | Punishment and yelling used to enforce<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div>   |
| 2. | Her classroom is arranged to minimize behavior problems.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div>                      | Her classroom is not designed to invite order. Children often run or are off-task.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div> |
| 3. | Her classroom environment invites child-initiated activities.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div>                 | Her classroom environment is very structured.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div>                                      |
| 4. | Her rules and expectations are stated positively.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div>                             | She often reprimands or scolds children.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div>   |
| 5. | She models the type of language we want the children to use.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div>                  | Sometimes her voice is too loud, too harsh or she chooses her words poorly.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div>        |
| 6. | She works to teach children to solve their own problems.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div>                      | Much of her time is spent solving children's problems.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div>                             |
| 7. | Waiting periods are brief and transitions are well planned and flow smoothly.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div> | Waiting periods are long.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div>  |
| 8. | Warnings, or cues, are given before children are asked to make transition.<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>5</span> <span>4</span> <span>3</span> </div>    | No warning or cue is given<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>2</span> <span>1</span> </div>   |

- |    |   |  |
|----|---|--|
| 9. | She uses waiting periods as a time for movement, fingerplays, songs, stories, etc.            | When waiting; children are required to sit quietly with her. |
|    | 5                      4                      3                      2                      1 |  |

## TEACHING

- |    |  |   |
|----|--|---|
| 1. | Information is presented in a variety of ways to meet developmental levels and individual learning styles. | Information is presented in a lecture/ presentation method. |
|    | 5                      4                      3                      2                      1              |   |
|    |  |   |
| 2. | She works to facilitate involvement and discovery.   | Her goal is to provide instruction and information.         |
|    | 5                      4                      3                      2                      1              |   |

## CENTERS

- |    |   |   |
|----|---|---|
| 3. | Her centers are child selected.   | She assigns or selects the centers the children go to.          |
|    | 5                      4                      3                      2                      1 |   |
|    |   |   |
| 4. | Her centers are discovery oriented.   | Her centers are highly structured.                              |
|    | 5                      4                      3                      2                      1 |   |
|    |   |   |
| 5. | Children are allowed enough center time to experiment and develop social skills.              | She rotates the children through all the centers on a schedule. |
|    | 5                      4                      3                      2                      1 |   |

## **WORKSHEETS/WORKBOOKS**

- |    |   |   |
|----|---|---|
| 6. | She hardly ever uses them.  | She uses them every day.  |
|    | 5                      4                      3                      2                      1 |   |
|    |   |   |
| 7. | If she uses them, she designs them so that they are open-ended.                               | Often commercial, they focus on isolated skills such as the alphabet. |
|    | 5                      4                      3                      2                      1 |   |

## **GROUP STORY**

- |    |   |  |
|----|---|--|
| 8. | Children are involved with props and activity.  | Children sit quietly while teacher reads or talks. |
|    | 5                      4                      3                      2                      1 |  |

## **SCIENCE**

- |    |   |   |
|----|---|---|
| 9. | Children are taught about the world they know through discovery and activities.               | Structured science lessons are taught OR science is not taught. |
|    | 5                      4                      3                      2                      1 |   |

## **MATH**

- |     |  |   |
|-----|--|---|
| 10. | Children are exposed to numeral and number concepts as they naturally occur or individual interest is shown. | Math lessons are taught and concepts are passed off OR no math is taught. |
|     | 5                      4                      3                      2                      1                |   |

## **MUSIC**

- |     |   |   |
|-----|---|---|
| 11. | She love using music all throughout the day and tries to fit it throughout the curriculum.    | Music is limited to an instruction period or time of the day or week. |
|     | 5                      4                      3                      2                      1 |   |

### **TEACHER DIRECTED SMALL GROUP TIME**

- |     |   |  |
|-----|---|--|
| 12. | Open-ended, flexible, hands-on activities, process oriented.                                  | Pencil/paper activities, product oriented. |
|     | 5                      4                      3                      2                      1 |  |

### **WHOLE GROUP TIME**

- |     |   |  |
|-----|---|--|
| 13. | She assists children's learning or acts as a facilitator.                                     | Her group times are very teacher directed. |
|     | 5                      4                      3                      2                      1 |  |
- 
- |     |   |   |
|-----|---|---|
| 14. | Children are involved in discussions, problem solving and activities.                         | There is a narrow focus with lots of rote Learning like calendars and alphabet. |
|     | 5                      4                      3                      2                      1 |   |

### **NUTRITION**

- |     |   |  |
|-----|---|--|
| 15. | She regularly provides experiences with food and nutrition in her planning.                   | She does not include cooking experiences or nutrition in her teaching. |
|     | 5                      4                      3                      2                      1 |  |

### **ANTI-BIAS/MULTICULTURAL**

- |     |   |   |
|-----|---|---|
| 16. | Anti-bias curriculum materials are woven into her daily plans.                                | There is no planning for anti-bias in her curriculum. |
|     | 5                      4                      3                      2                      1 |   |
- 
- |     |   |  |
|-----|---|--|
| 17. | Multicultural topics are integrated in a natural way throughout the day and throughout the classroom. | She only teaches about other cultures around holidays OR no multicultural teaching occurs. |
|     | 5                      4                      3                      2                      1         |  |

### **FINE MOTOR SKILLS**

18. Specific daily activities for small motor activities are included in her plans. 5 4 3 2 1
- She does no specific planning fine motor activities.

### **LARGE MOTOR SKILLS**

19. She provides daily activities to develop co-ordination and strengthen muscles. 5 4 3 2 1
- Large motor activities are not a part of her daily plans.

### **LANGUAGE DEVELOPMENT**

20. Language development occurs through exposure to books, storytelling, conversation and a print-rich environment. 5 4 3 2 1
- Alphabet and reading skills such as phonics are taught.

### **CHILD DEVELOPMENT**

1. She understands the social, emotional, intellectual, and physical characteristics typical of the children she works with. 5 4 3 2 1
- She has little knowledge of the developmental characteristics of children.
2. She understands the characteristics of different types of play and she plans for them. 5 4 3 2 1
- Play in her classroom is not planned for.
3. She plans for, and takes time to, teach children about their emotions and help children to work through negative emotions. 5 4 3 2 1
- She isn't prepared to help children with their emotional situations.

## **HEALTH AND SAFETY**

- |    |   |   |
|----|---|---|
| 1. | Preventative health care education is an ongoing part of her curriculum.                      | She does not cover health issues in her curriculum. |
|    | 5                      4                      3                      2                      1 |   |

- |    |  |  |
|----|--|--|
| 2. | Her curriculum includes activities to help children prepare children for health and dental services. | There is no preparation for her classroom for medical/dental services. |
|    | 5                      4                      3                      2                      1        |  |

(Staff Name)

(Date)

**Strengths:**

**Improvement Areas/Goals:**

**Recommendation/Comments:**

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Signature of Employee\*\*

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Date

-----  
Signature of Supervisor/Evaluator

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Date

-----  
Signature of Superintendent

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Date

\*\*Signifies receipt of evaluation, not necessarily agreement

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Dolores School District RE-4A, Dolores, Colorado