

# 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 both on and off the job |   |   |   |   | She has a difficult time completing things or using her time wisely |
|    | 5   | 4 | 3 | 2 | 1 |   |
| 3. | She continually seeks to learn new information early about the field    |   |   |   |   | She spends little time studying the 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 her and understand what she is saying. |   |   |   |   | Parents often misunderstand what she is saying or avoid communicating with her. |
|    | 5   | 4 | 3 | 2 | 1 |   |
| 3. | Parents support her teaching with continued learning experiences at home.           |   |   |   |   | Parents never follow through with anything She has been doing at school.        |
|    | 5   | 4 | 3 | 2 | 1 |   |

## CLASSROOM MANAGEMENT

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

- |    |  |  |
|----|--|--|
| 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 |
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- |     |   |   |  |   |   |
|-----|---|---|--|---|---|
| 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.      She does no specific planning fine motor activities.
- 5                      4                      3                      2                      1

### LARGE MOTOR SKILLS

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

### LANGUAGE DEVELOPMENT

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

### CHILD DEVELOPMENT

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

**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

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Signature of Supervisor/Evaluator

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Date

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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