

Observation: How Well Are Teachers Evaluated and Supported?



Read the statements below and then for about a week observe what teachers say and do during their daily interactions. Checkmark the appropriate box to indicate whether the statements are true for your teachers always, usually, sometimes, or never.

In my program, teachers . . .

ALWAYS USUALLY SOMETIMES NEVER

Create a caring community of workers

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Greet one another every day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Smile and make positive comments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Assist one another with personal and professional issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Listen to one another. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Enhance professional competence

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. Integrate previous experience with new knowledge received in professional development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Know how to assess and analyze children's learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Know the impact of their teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Are organized and intentional in their planning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Receive appropriate direction

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Know what quality is in our organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Understand and articulate the expectations and objectives of our organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Make educational choices based on program objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Assess skills and growth

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. Assess their own teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Take risks, try new ideas, and evaluate them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Cooperate with and encourage one another, sharing spaces, materials, and ideas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Facilitate involvement in the field of early childhood education

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Mentor one another. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Are connected to the early childhood education professional community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Share their professional interests and enthusiasm with colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Self-Assessment: How Well Are You Evaluating and Supporting Teachers?



Read the statements below and then reflect on your own daily interactions. Checkmark the appropriate box to indicate whether the statements are true for you always, usually, sometimes, or never.

In my program, I . . .

ALWAYS USU ALLY SOMETIMES NEVER

Create a caring community of workers

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Greet teachers every day with a positive comment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Smile, laugh, and am enthusiastic about our work with children, families, and colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provide comfort and assistance for personal and professional issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Help resolve problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Listen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Enhance professional competence

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|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. Give specific affirmations on performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Give feedback when teaching is going well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Give feedback when teaching is not going well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Provide professional development to the group and to individuals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Provide appropriate direction and resources

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Communicate clear direction and objectives in multiple ways. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Am consistent with consequences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Use effective questions to encourage reflective practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Provide information and resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Assess skills and growth

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. Assess classroom quality. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Assess teacher skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Scaffold teacher skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Encourage teachers to persist even when the work is challenging. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Facilitate involvement in the field of early childhood education

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 18. Help teachers feel connected to the early childhood education professional community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Engage teachers actively in making decisions for our center. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Share the teachers' interests and enthusiasm. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Weekly Communication Form

To: _____ Date: _____

From: _____ Site: _____

Recognition or something that was meaningful for me this week:

Concerns and recommendations:

Things I would like you to know:

I need your assistance in:

Checklist for Assessing Quality of Acts of Teaching



This checklist will help you get a general picture of the acts of teaching. It is a tool for observation and discussion. Review the seven acts of teaching and the evidence of quality for that act of teaching below. Observe your teachers and mark how often teachers show evidence of that quality.

The teacher . . .

ALWAYS SOMETIMES NEVER

1. Has an efficient and rich classroom environment

- ♦ The materials are developmentally appropriate and organized for learning. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ The classroom is uncluttered. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ Children are able to access materials on their own. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER

2. Manages the classroom effectively

- ♦ The schedule for the classroom is developmentally appropriate with a balance of teacher-directed and child-directed activities. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ Conflicts are rare and easily managed. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER

3. Has a positive rapport with children

- ♦ Children smile, laugh, talk, listen, ask questions, and help each other. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER

4. Implements the curriculum as directed by the program or school

- ♦ Schedule, activities, and materials reflect the curriculum in all learning centers (literacy, math, science, blocks, library, sensory, manipulatives, meals, circle, large and small groups). ☐ ALWAYS ☐ SOMETIMES ☐ NEVER

5. Prepares and writes lesson plans for all children

- ♦ A written lesson plan is posted. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ The activities reflect the lesson plan. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER

6. Provides developmentally appropriate activities that are content rich

- ♦ Children can do the activities at various levels of proficiency. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ Children listen, talk, read, and write throughout the day. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ Children learn by playing, exploring, and experimenting. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER

7. Assesses children's learning

- ♦ Assessments are developmentally appropriate. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ Assessments are both observational and standardized tools. ☐ ALWAYS ☐ SOMETIMES ☐ NEVER
- ♦ Collected data reflects children's learning and behaviors (notes, photos, work samples, scores, videos). ☐ ALWAYS ☐ SOMETIMES ☐ NEVER

Checklist for Assessing Quality of Results of Teaching



This checklist will help you get a general picture of quality in results of teaching. It is a tool for observation and discussion. Review the five results of teaching and the evidence of quality for that result of teaching below. Observe your teachers and mark how often teachers show evidence of that quality.

The teacher . . .

ALWAYS SOMETIMES NEVER

1. Uses assessments to plan teaching

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| ♦ Collected data is organized in portfolios. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦ Data is analyzed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦ Data is used to inform teaching at the group level and at the individual level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Recognizes children's growth and learning

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| ♦ Children's growth and learning is quantified. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

3. Supports children's learning intentionally

- | | | | |
|---------------------|--------------------------|--------------------------|--------------------------|
| ♦ Children learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦ Progress happens. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Shares with coworkers

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| ♦ Coworkers understand what the children are learning and how to support it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

5. Shares with parents

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| ♦ Parents understand what their children are learning and how to support it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Checklist for Assessing Quality of Professional Behaviors



This checklist will help you get a general picture of quality professional behaviors. It is a tool for observation and discussion. Review the seven professional behaviors and the evidence of quality for those professional behaviors below. Observe your teachers and mark how often teachers show evidence of that quality.

The teacher . . .

ALWAYS SOMETIMES NEVER

1. Maintains safety practices

- Does not use cell phone while on duty with children. ☐ ☐ ☐
- Follows all health and safety procedures (hand washing, diaper changing, toy cleaning, and so on). ☐ ☐ ☐

2. Has regular and reliable attendance

- Absences are rare. ☐ ☐ ☐
- Absences are justified. ☐ ☐ ☐

3. Has positive relationships with parents

- Parents are satisfied with teacher interactions. ☐ ☐ ☐
- Disagreements with parents are handled respectfully. ☐ ☐ ☐
- There are no ongoing conflicts with parents. ☐ ☐ ☐

4. Has positive relationships with colleagues

- Colleagues are satisfied with interactions. ☐ ☐ ☐
- Disagreements with colleagues are handled respectfully. ☐ ☐ ☐
- There are no ongoing conflicts with colleagues. ☐ ☐ ☐

5. Maintains good personal appearance

- Dress, shoes, and nails are appropriate for the job of teaching young children (for example, sitting on floor and small chairs, lifting children, playing outside, messy activities, changing diapers). ☐ ☐ ☐

6. Maintains confidentiality

- No gossip is generated about families and children. ☐ ☐ ☐
- No gossip is generated about colleagues. ☐ ☐ ☐
- Rules of confidentiality are used to stop others from gossiping. ☐ ☐ ☐

7. Has positive demeanor

- Tone is positive. ☐ ☐ ☐
- Tone and language are respectful during disagreements (for example, no shouting, stomping, or threats). ☐ ☐ ☐



Family Survey

Dear family member,

As part of our teacher evaluation process, we ask parents for their feedback. All surveys are anonymous. We combine the results before we share them with teachers. Please put the completed survey in the envelope and put it in the Parent Survey box on the main desk. Thank you for your thoughts.

Name of teacher: _____ Date: _____

Center/school: _____

My child's teacher . . .

	YES	SOMETIMES	NO	I DON'T KNOW
1. Has a clean and organized classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Manages children's behavior well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has good rapport with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explains the curriculum to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaches my child social skills (sharing, politeness, caring, and so on).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaches my child academic skills (talking, reading, math, writing, and so on).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides fun and interesting activities to do and play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assesses my child's progress and tells me about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Communicates well with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is friendly and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is professional in dress and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I also want to say . . . (Please write any other comment you have below.)



Coworker Survey

Dear staff member,

As part of our evaluation process we ask coworkers for their feedback. All surveys are anonymous. We combine the results before we share them with teachers. Thank you for your thoughts.

Name of teacher: _____ Date: _____

Center/school: _____

My coworker . . .

	YES	SOMETIMES	NO	I DON'T KNOW
1. Has a clean and organized classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Manages children's behavior well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has good rapport with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explains the curriculum of our center/school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaches children social skills (sharing, politeness, caring, and so on).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaches children academic skills (talking, reading, math, writing, and so on).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides developmentally appropriate activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assesses children's progress and discusses data with coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Communicates well with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is friendly and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is professional in dress and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I also want to say . . . (Please write any other comment you have below.)



Performance Review Summary and Plan

Name: _____ Date: _____

We have reviewed three areas of performance: acts of teaching, results of teaching, and other professional behaviors.

Accomplishments (notes for each area of teaching, using the checklist):

Areas of growth (what the teacher needs to do to grow professionally):

Plan as the result of this meeting (SMART goals—may relate to one or more areas of performance):

- 1.
- 2.
- 3.

Teacher responsibility and timeline:

Supervisor responsibility and timeline:

Follow-up meeting on:



Post-Training Survey

Name: _____ Date: _____

Topic:

Two things (knowledge and skills) I learned that I want to use in my classroom:

1.

2.

Three things I need to make that happen:

1.

2.

3.

Timeline. I would like to review these ideas and make a plan:

☐ NEXT WEEK ☐ IN ONE MONTH ☐ IN THREE MONTHS



Coaching Plan

Activity to be observed:

Tools used during the observation (such as children's data, videos, observation notes, and scores):

Last goal set:

Actual description of the observation and score, if appropriate:

Analysis of observation:

What happened? What does it mean for children's learning?

What needs to continue?

What needs to change?

New goal reflecting the analysis:

What is the desired result?

What will occur?

When will it occur?

Date for next observation:

Date for next post-observation meeting:



Mentoring Agreement

Mentor:

Date:

Mentee:

Arrangements for meeting or contact

When:

Where:

How:

Ground rules for working together

- 1.
- 2.
- 3.

Main goals we are working on (no more than three)

- 1.
- 2.

Accomplishments

Initialed:

MENTOR

MENTEE



New Teacher Intake Form

Welcome to our center/school. We are very happy to have you on our staff. Please answer these few questions to help us get to know you better.

My strengths are:

I want to know more about:

I prefer communication by (check top two preferences):

☐ E-MAIL ☐ TEXTING ☐ WRITTEN NOTES ☐ BULLETIN BOARD ☐ IN PERSON

Two things very important to me in the workplace are:

When I am not at work, I enjoy:



Job Satisfaction Survey

Dear teachers,

I am checking in to see how our team is doing. From time to time it is important to slow down and reflect on our work together. Please respond to these ten statements by rating them with this scale. I will tabulate the answers and share the results at next week's meeting. Thank you for sharing your thoughts!

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. I am satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff meetings are useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am getting the help I need to do my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My job is fun most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel competent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. We are a good team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am clear on our goals for the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Rumors and gossip are spread frequently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My daily work is manageable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I wish for more . . . (Please finish the sentence.)

I wish for less . . . (Please finish the sentence.)