



Teacher Self-Evaluation and Reflection

Please answer the following questions in narrative form as they serve the purpose of providing you with the opportunity of self-reflecting what you do on a daily basis.

Teacher's Name: _____

Current Position: _____

Years of Teaching Experience: _____

Guiding Questions	
Planning/preparation	Do I plan in advance to ensure lessons run smoothly? How? Do I have all necessary materials and equipment? How do I plan for differentiated learning?
What I would like to grow/enhance in this area is:	
Physical Environment	In what manner have I created a positive physical learning environment in my classroom? Is furniture arranged to best effect? Is there ease of movement in the room? Can all students easily see the whiteboard, TV screen, etc. from their seats? Do I display student work? How often? Is the classroom clean and tidy on a daily basis?
What I would like to grow/enhance in this area is:	
Relations with students	What evidence is there of a positive atmosphere in my classroom? How well do I know my students?

	<p>How do I welcome students to my class? Are interactions mutually respectful? How? Do I keep a good balance between positive and negative consequences in relation to behaviour? How are students able to see Jesus in what I say and do?</p>
What I would like to grow/enhance in this area is:	
Lesson pacing	<p>Do I have a scope and sequence of the curriculum lay out for all the subjects I teach? Is the pace of my lessons appropriate to complete my planned lesson? Do my lessons show progression? Do my pacing offer adequate opportunities for active student engagement? What is one example?</p>
What I would like to grow/enhance in this area is:	

Student motivation	<p>Do I engage my students at the beginning of each class? How? Do I consciously build on the students' prior knowledge? How? Do I establish expectations and procedures for each class? How? Do I share the learning goals with the students? How? Yes, verbally or written on the board Do I handle disruption quickly and effectively? How? Do I endeavour to build in success for each student? How? Do I acknowledge and celebrate success? How?</p>
What I would like to grow/enhance in this area is:	
Diversity in the class	<p>What teaching methodologies do I use to engage pupils with different learning styles?</p>

	<p>What strategies do I adopt to engage the less able students?</p> <p>What strategies do I adopt to engage the exceptionally able students?</p> <p>What strategies do I adopt to support learning for the special needs students in my class?</p> <p>What strategies do I employ to ensure the active participation of <u>all</u> students in my class?</p> <p>What importance do I give to the social development of my students?</p>
What I would like to grow/enhance in this area is:	

Use of resources	<p>What resources other than the textbooks do I employ in my classroom when I'm teaching?</p> <p>What resources do I use to support differentiated learning in my classroom?</p> <p>How knowledgeable am I with some of the latest resources available?</p>
What I would like to grow/enhance in this area is:	
Assessment	<p>What kind of assessments do I use on my daily lesson plans to ensure that my students are learning?</p> <p>How do I make use of formal and informal assessment results to guide my planning?</p> <p>What kind of feedback do I give to students and how often?</p> <p>Is my feedback specific and diagnostic in nature?</p> <p>Do I encourage student self-assessment?</p> <p>Do I encourage peer assessment?</p>
What I would like to grow/enhance in this area is:	

<p>Homework</p>	<p>Do I set meaningful tasks for homework i.e. to consolidate work done in class or to look ahead to next class?</p> <p>Do I take account of the length of time it should take for students to complete my homework?</p> <p>Do I vary the kinds of assignment I set?</p> <p>Do I differentiate homework?</p> <p>Do I check/monitor homework every time it is set?</p>
<p>What I would like to grow/enhance in this area is:</p>	
<p>Spiritual Life</p>	<p>Do I feel that I spend enough devotional time with God on a daily basis?</p> <p>Do I feel that it is important to be actively involved at church during the weekends? Why?</p> <p>How do I view evangelism as part of my teaching profession?</p>
<p>What I would like to grow/enhance in this area is:</p>	

Office of Education



Teacher Observation Form for:

School:

Date:

Basic Expectations	In Place	In Process	In Plans	Basic Expectations	In Place	In Process	In Plans
Spiritual Educational Expectations Journey to Excellence				Differentiating for Student Readiness			
Students perform above average on standardized testing				Teacher uses tiered activities and assignments that focus on the standards or concepts for the lesson			
Students demonstrate spiritual development, age-appropriate behavior, courtesy and respect				Teacher matches activities and assignments that vary in complexity according to the students' readiness for the content			
Teacher is positive, nurturing and incorporates spiritual themes into curricular instruction				Teacher changes the nature of the assignment rather than the workload to address differences in readiness			
Instruction aligns with PUC and NAD Curriculum Guides and System Standards				Teacher identifies and assesses student readiness and adjusts instruction accordingly			
Aesthetics/Safety Expectations Maintaining a Safe School Environment				Students are free to express questions and request appropriate assistance in learning			
Classroom is clean, attractive and free from visible clutter				All students are involved in higher-level thinking as appropriate			
Classroom is appropriately decorated and displays appropriate samples of student work				Teacher utilizes curriculum compacting when appropriate for students who have demonstrated mastery of material			
Curricular standards are appropriately posted				Teacher plans for and provides activities and assignments that are equally engaging and challenging for all students			
Professional Expectations Establishing a Solid Culture of Quality				Managing the Differentiated Classroom			
Teacher is professionally attired and demonstrates exceptional classroom management skills				Teacher uses a variety of grouping patterns in the classroom (i.e., whole group, small group, cooperative groups)			
Teacher demonstrates mastery of subject matter				Procedures and rules for behavior and tasks are evident in the classroom and understood by the students			
Teacher makes use of creative methodological and new technological approaches to impact student learning				Meaningful anchor activities are provided for students to work on when they finish an assignment			
Teacher provides sequential teaching with evidence of lesson planning				Daily schedule, group and individual assignments, roles, jobs, etc., are posted for students			
Differentiated Instruction Expectations				The arrangement of physical space in classroom supports differentiation (e.g., centers, reading areas, small group areas)			
Preparation				Assessment			
The teacher is clear about what students are to know, understand, and be able to do				Teacher uses a variety of pre-assessments to discover students' learning profiles, interests, and readiness levels			
Students are aware of learning goals				Teacher uses a variety of formative assessment to keep track of student progress and to adjust instruction as needed			
Differentiating for Learning Profile & Student Interest				Students and parents receive timely and specific written and/or verbal feedback in relation to the learning goals			
Teacher is aware of the various social and emotional factors that can affect student learning and addresses them when planning instruction				Students are involved in self-assessment when appropriate			
Teacher makes classroom instruction and practice meaningful and engaging for students by incorporating a variety of strategies and activities that address their learning styles and multiple intelligences				Teacher moves from student to student to provide on-going assessment and assistance as needed			
Teacher utilizes interest inventories, observations, and classroom dialogue to assess students' interests				Teacher makes use of disaggregated data to assess student learning			
The teacher makes learning relevant for all students by relating content to their interests and their lives							
Students are given choices when appropriate, about how they access, make sense, and/or show their understanding of the content							

Comments: