

Master Teacher Evaluation

Teacher _____ Date _____

KEY	
How often observed:	
C	— Consistently
F	— Frequently
O	— Occasionally
N	— Never

Dispositions, Knowledge, and Skill

With children

	C	F	O	N
1. Values children's play and promotes it				
2. Is curious about the child's perspective				
3. Takes delight in children's development				
4. Shows respect for children's feelings				
5. Understands child guidance in developmental context				
6. Is alert to the learning process for each child				
7. Consistently communicates the worth of each child				
8. Manages the group while giving individual attention				
9. Has meaningful conversations and interactions				
10. Translates and coaches in conflicts and problem solving				
11. Models anti-bias practices and cultural sensitivity				

With planning environment and curriculum

1. Plans the environment with inquiry and discovery in mind				
2. Develops curriculum around children's interests				
3. Is resourceful and timely in curriculum development				
4. Provides multiple opportunities for child representations				
5. Documents, analyzes, and plans from observations				
6. Teaches academic skills in a context, not out of context				
7. Scaffolds learning with questions, props, coaching				
8. Documents evolution of curriculum and learning (using bulletin boards, journals, portfolios, newsletters, etc.)				
9. Creates visual evidence of the life and history of the children				
10. Develops an inclusive classroom culture and community				

With children's families

1. Builds relationships and consistent communications				
2. Seeks to reflect family life and values in classroom				
3. Can communicate details of child's development				
4. Has genuine empathy for parent perspectives				
5. Is self-confident and articulate when challenged				
6. Presents self as a professional ally of parents				
7. Gains confidence and respect of parents				

With co-workers

	C	F	O	N
1. Seeks collaboration in developing ideas and understandings				
2. Mentors and coaches before criticizing				
3. Contributes to development of community among staff				
4. Participates in staff discussions and group process				
5. Practices conflict resolution rather than avoidance				
6. Models and promotes self-reflection				
7. Encourages leadership and self-care				
8. Consistently seeks feedback and peer support				
9. Works with conflict, rather than avoids it				

With professional development and advocacy

1. Sees self as a member of a profession				
2. Is willing to take risks and make mistakes in order to learn				
3. Takes time for regular reflection and self-examination				
4. Makes progress on self-defined short and long term goals				
5. Has a program for self-care and renewal				
6. Is active in the wider early childhood community				
7. Can articulate the details of learning in children’s play				
8. Keeps current with developments in the profession				
9. Keeps a professional portfolio of work samples				
10. Is articulate about issues of QCA and Worthy Wages				
11. Regularly reads professional literature				
12. Participates in professional activities outside the center				

Comments:

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