

THE UNIVERSITY OF TENNESSEE AT MARTIN  
Department of Educational Studies  
Teacher Education 475--Learning and the Kindergarten Child

REFLECTIVE SELF-EVALUATION OF LEAD TEACHER DAY

1. How can I document that my plans/activities were developmentally appropriate?
2. How did my plans make provisions for student diversity and for individual differences in learning styles?
3. What kinds of modifications and accommodations did I make for children with special needs?
4. Was I adequately prepared for the lessons that I taught? Did I demonstrate knowledge of the subject matter? Did I have all necessary materials readily accessible for each lesson?
5. How did the students respond to me as a teacher? Did they accept me? Were they cooperative? Did I treat each student with courtesy and respect? Did I display fairness and consistency with students?
6. What evidence suggests that students were involved in the construction of their own learning? Did the students show a high level of participation in the lessons/activities?
7. Did I teach through questioning as well as through explanation? Did I ask higher-order questions rather than only factual recall? (Give examples.)
8. What kinds of feedback did I provide throughout the day? Did I use a variety of teaching strategies and "hands on" techniques?
9. How did I evaluate learning? Were my methods of evaluation equitable and fair? What did I do when students missed the main idea? Did I meet the objectives for each lesson? How did I reteach when objectives were not met? What did I do?
10. How can I document my growth during this experience? Have my attitude, thoughts, teaching style, and perceptions about education in general and young children specifically changed, remained the same, or been unaffected by this kindergarten practicum? Explain.
11. Rate your performance in this course/practicum on a 100-point scale (0=poor/F; 100=exemplary/A). Justify the rating of your performance.