

OUR LADY COLLEGE OF EDUCATION Our lady Nagar, Maduravoyal, Chennai-600 095.

NAAC - DVV

Criteria - 2

2.4.12. Self - Two filled in sample

Teacher's Self-Evaluation Form

| Name: | Aasthi.k. | Major: | Maths |
|----------|----------------|---------|----------------------------|
| Subject: | Maths. | School: | Gove Mastim Higherseconday |
| Date: | 22 - 12 - 2022 | Grades: | SCHOOL |

Use the following 1-4 rating scale to respond to each of the following evaluation items:

- Novice I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- 2 Developing I do this in my classroom, but only notice positive effects on student learning sometimes.
- 3 Proficient I do this well and notice consistent positive effects on student learning.
- 4 Expert I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.

| No. | Not Applicable – This does not apply to my work in school. Self-evaluation item | 1 | 2 | 3 | 4 | NA |
|-----|--|---|---------|---|-----|----|
| Α | Planning and Preparation | | Mar. Pa | | | |
| | a.Demonstrating Knowledge of Content and Teaching | | | | / | |
| 1 | Knowledge of Content and the Structure of the Discipline | | | | | |
| 2 | Knowledge of the Prerequisite Relationships | | | | / | |
| 3 | Knowledge of content-Related Pedagogy | | | | / | |
| | b. Demonstrating Knowledge of Students | | | | | |
| 4 | Knowledge of Child and Adolescent Development | | | | | |
| 5 | Knowledge of the Learning Process | | | | 1 | |
| 6 | Knowledge of Students' Skills, Knowledge, and Language Proficiency | | | | ~ | |
| 7 | Knowledge of Students' Interests and Cultural Heritage | | | | / | ' |
| 8 | Knowledge of Students' Special Needs | | | | | |
| | c. Selecting Instructional Outcomes | | | | | |
| 9 | Provide value, sequence and alignment | | | | 1 | |
| 10 | Provide clarity | | | | ~ | 1 |
| 11 | Provide balance | | | | -0, | |
| 12 | Suitable for diverse students | | | | 1 | |

PRINCIPAL Durlary College of Education Durlary Names

Teacher's Self-Evaluation Form

| Name: | YUVRANT. | Major: | Compater Scaline |
|----------|--|---------|-------------------------------|
| Subject: | computer science. | School: | MMDA, ARUMBAKKAM |
| Date: | 07 12 - 2022 | Grades: | VIII |
| Date | The state of the s | L CAL | - following evaluation items: |

Use the following 1-4 rating scale to respond to each of the following evaluation items:

- Novice I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing I do this in my classroom, but only notice positive effects on student learning sometimes.
- Proficient I do this well and notice consistent positive effects on student learning.
- Expert I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.

| NA | Not Applicable – This does not apply to my work in school. | 1 | 2 | 3 | 4 | NA | | |
|-----|--|-------------|---|---|---|----|--|--|
| No. | Self-evaluation item | | | | | | | |
| Α | Planning and Preparation | 25-24-19-40 | | | | | | |
| | a.Demonstrating Knowledge of Content and Teaching | _ | - | - | | | | |
| 1 | Knowledge of Content and the Structure of the Discipline | | - | | | | | |
| 2 | Knowledge of the Prerequisite Relationships | | - | | / | | | |
| 3 | Knowledge of content-Related Pedagogy | _ | | | - | | | |
| | b. Demonstrating Knowledge of Students | _ | | | ~ | | | |
| 4 | Knowledge of Child and Adolescent Development | | | | | | | |
| 5 | Knowledge of the Learning Process | | _ | | | | | |
| 6 | Knowledge of Students' Skills, Knowledge, and Language Proficiency | | | | / | | | |
| 7 | Knowledge of Students' Interests and Cultural Heritage | | | | / | | | |
| 8 | Knowledge of Students' Special Needs | _ | | - | / | | | |
| | c. Selecting Instructional Outcomes | | | | - | - | | |
| 9 | Provide value, sequence and alignment | | _ | | | | | |
| 10 | Provide clarity | | | / | | - | | |
| 11 | Provide balance | | | | - | | | |
| 12 | Suitable for diverse students | | | | | | | |
| | | | | | | | | |

Teacher's Self-Evaluation Form

| [alamor | Sakthe PREYA. R | Major: | TAMIC. |
|----------|-----------------|-------------|-------------------------------|
| Name: | TAMTL. | School: | PCKG GOV. Ho. SRC. SCh |
| Subject: | | Grades: | VIII |
| Date: | 07.00 | - and of th | e following evaluation items: |

Use the following 1-4 rating scale to respond to each of the following evaluation items:

- Novice I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
- Developing I do this in my classroom, but only notice positive effects on student
- Proficient I do this well and notice consistent positive effects on student learning.
- Expert I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.

NA Not Applicable – This does not apply to my work in school.

| NA | Not Applicable – This does not apply to my work in school. | 1 | 2 | 3 | 4 | NA |
|-----|--|-------------------|------|---|---|----|
| No. | Self-evaluation item | THE STATE | 3545 | | | |
| Α | Planning and Preparation | C Cycles of A 181 | | | / | |
| | a.Demonstrating Knowledge of Content and Teaching | | | | | |
| 1 | Knowledge of Content and the Structure of the Discipline | | | | | |
| 2 | Knowledge of the Prerequisite Relationships | - | | | | |
| 3 | Knowledge of content-Related Pedagogy | - | | | | |
| | b. Demonstrating Knowledge of Students | + | | | | |
| 4 | Knowledge of Child and Adolescent Development | | | | | |
| 5 | Knowledge of the Learning Process | | | | | |
| 6 | Knowledge of Students' Skills, Knowledge, and Language | | | | / | |
| 7 | Knowledge of Students' Interests and Cultural Heritage | | | | | |
| 8 | Knowledge of Students' Special Needs | | | | | |
| | c. Selecting Instructional Outcomes | | | | | |
| 9 | Provide value, sequence and alignment | | | | / | |
| 10 | Provide clarity | | | | | |
| 11 | Provide balance | | | | 1 | |
| 12 | Suitable for diverse students | | | | | |

U.Y.STANLY SELVAKUMAN PRINCIPAL **Durledy College of Education** Ourlady Nagar Madurayoyai, Chennal-48

| - | | | | | | | | | | |
|---------------------|---|--|--|---|------------|----------|------|---------|-----------|--------|
| Nar | | TAMIL | PRIMA. | Major: | EN | GCI | | | | |
| | ject: | ENGC | | School: | GIONT | -Ges | le | HSS. | Vil | IVE |
| Dat | | 16 15 | 2022 | Grades: | | 13 | | | | |
| use 1 | the follo | wing 1-4 rating | scale to respond | to each of th | e followii | ng eva | luat | tion it | ems: | |
| 1 | MONICE | - I do not do this | in my classroor | n, or my use o | f the prac | ctice is | not | t havir | g pos | sitive |
| 2 | chects | on student learn | ing. | | | | | | | |
| _ | learning | oing – I do this in s sometimes. | my classroom, | but only notic | e positive | effect | s or | stude | ent | |
| 3 | Proficie | nt - I do this | l = = -1 =1 = - | | | | | | | |
| 4 | Expert - | nt – I do this wel | rangth of mina | Isistent positiv | e effects | on stu | den | t learr | ning. | |
| | notice c | Expert – I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in the last of the students' needs and | | | | | | | | |
| NA | | notice consistent and significant positive results in student achievement. Not Applicable – This does not apply to my work in school. | | | | | | | | |
| The state of | Not App | olicable – This do | enificant positive | results in stu | dent achie | eveme | ent. | | | |
| harry by a district | Wot App | Self | gnificant positive es not apply to f-evaluation iter | e results in stu my work in scl | dent achie | eveme | ent. | 3 | 4 | NA |
| No. A | Wot App | nicable – This do | gnificant positive es not apply to f-evaluation iter | e results in stu my work in scl | dent achie | eveme | ent. | | | NA |
| No. A | Plannin | Self | gnificant positive es not apply to f-evaluation iter | e results in stu my work in sch m | dent achi | eveme | ent. | | | NA |
| and the same | Plannin a.Demo | Seli Seling and Preparation | gnificant positive es not apply to f-evaluation iter on ledge of Conten | e results in stu my work in sch m t and Teachin | dent achi | eveme | ent. | | | NA |
| Α | Plannin a.Demo | Seling and Preparation | gnificant positive es not apply to of fevaluation iter on ledge of Contention the Structure | e results in stumy work in school m t and Teachin e of the Discip | dent achi | eveme | ent. | | 4 | NA |
| 1 1 | Plannin a.Demo Knowle | Seling and Preparation State of Content a | gnificant positive es not apply to of fevaluation iter on ledge of Content and the Structure quisite Relations | e results in stumy work in school m t and Teachin e of the Discip | dent achi | eveme | ent. | | 4 / | NA |
| 1 2 | Plannin a.Demo Knowle Knowle | Seling and Preparation Seling | gnificant positive es not apply to of fevaluation iter on ledge of Content and the Structure quisite Relations delated Pedagog | e results in stumy work in school m t and Teachin e of the Discip ships | dent achi | eveme | ent. | | 4 / | NA |
| 1 2 | Plannin a.Demo Knowle Knowle Knowle b. Dem | Seling and Preparation Seling | gnificant positive es not apply to perfect t | e results in sturny work in school t and Teachin of the Discip ships y nts | dent achi | eveme | ent. | | 4 / / / / | NA |

| 3 | Knowledge of content-Related Pedagogy | | |
|----|--|---|--|
| | b. Demonstrating Knowledge of Students | 1 | |
| 4 | Knowledge of Child and Adolescent Development | | |
| 5 | Knowledge of the Learning Process | 1 | |
| 6 | Knowledge of Students' Skills, Knowledge, and Language Proficiency | / | |
| 7 | Knowledge of Students' Interests and Cultural Heritage | / | |
| 8 | Knowledge of Students' Special Needs | / | |
| | c. Selecting Instructional Outcomes | / | |
| 9 | Provide value, sequence and alignment | | |
| 10 | Provide clarity | | |
| 11 | Provide balance | / | |
| 12 | Suitable for diverse students | / | |
| | | | |

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