

DEVELOPING THE MANAGEMENT GUIDELINES FOR EVALUATION SYSTEM OF KINDERGARTEN TEACHERS OF CHENGDU FUJIN KINDERGARTEN, CHINA

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Abstract

The objective of this research was to develop management guidelines of evaluation system of kindergarten teachers of Chengdu Fujin Kindergarten, China. The samples in this research project were divided into 2 groups; namely 1) 36 teachers and 2) 6 administrators. The research instrument used in this study was rating scale questionnaire, including 30 questions for teachers and 30 questions for administrators. The collected data and information were analyzed, interpreted, and presented in the form of frequency, percentage, mean, and standard deviation. The research finding indicated that 1) problems of the evaluation method of teachers were at high level; 1.1) Our current teacher evaluation system is designed to encourage teachers to grow and develop better. 1.2) Teachers have a full voice and participation in the process of teacher evaluation. 1.3) Kindergartens pay attention to parental participation in the process of teacher evaluation. 1.4) Kindergarten teacher evaluation pays special attention to teachers' ethics. 1.5) The evaluation of kindergarten teachers pays special attention to their performance. 1.6) Kindergarten teacher evaluation pays special attention to the ability of teachers. 2) management guidelines of evaluation system of kindergarten teachers consisted of 3 parts; 2.1) The School Management 2.2) Evaluation System of Kindergarten Teachers 2.3) The Current Situations of Management Guidelines for Evaluation System of Kindergarten Teachers.

Keywords: Management Guidelines, Evaluation System, Kindergarten Teacher

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Introduction

Evaluation system: (Williams & Imam 2007, pp. 78-85). have edited a monograph on evaluation systems, in which systems thinking and its relevance to evaluation practice are discussed. Attenborough (2007, pp. 75-89) discusses different types of (evaluative) systems, such as soft systems and cybernetics systems (Leeuw & Furubo, 2008, pp. 157-169) describes four criteria for using a set of evaluation activities as a system: Standard 1: a unique epistemological view. To classify evaluation activities as a system, they need to be conducted in an identifiable manner, based on what makes something a common epistemology of evaluation activities. Standard 2: Organizational responsibility. Evaluation activities are conducted by organizations and institutions, not just (or mostly) by "lonely" or sole owned. Standard 3: permanent. To be labeled as an evaluation system, the activities involved should have a certain persistence or history: they are part of what is ongoing. Standard 4: Focus on the intended use of the evaluation. Information from the evaluation activities (institutionally) is linked to the decision-making and implementation process.

Prepare evaluation system: Evaluation system writing is a complex project, including the evaluation object; evaluation criteria; evaluation methods; evaluation tools; technical problems in the evaluation process; Stewart, (2011, pp. 13-56) believes that technology will influence education and change teacher roles more quickly, and therefore believes that "just as the evaluation system aims to promote continuous improvement, they require continuous improvement or risk of rigidity". It also needs to pay attention to the effectiveness and practicality of the evaluation system. Williams and Hebert (2020, pp. 42-50) If these systems aim to keep educators accountable, it is necessary to establish a more comprehensive system of the evaluation and accountability components, reflecting the multifaceted components of effective teaching. This will address concerns about fairness, accuracy, and credibility.

The Teacher Evaluation of System, Wise et al. (1985, pp. 61-121) pointed out that teacher evaluation is very important for both teachers and principals of study. The well-designed and well-functioning teacher evaluation process provides an important communication link between the school system and the teachers. On the one hand, it instills teaching ideas in teachers and defines their working conditions; on the other hand, it helps the school system to organize, manage and reward teachers' work. At the same time, improve teachers' awareness of teaching objectives and classroom practice.

The main general purpose of teacher evaluation is to maintain and improve the quality of teaching, but it is still an emotional, controversial, and destructive problem (McGreal, 1983, pp. 611-833). Teacher evaluation system; pay attention to distinguishing rewards and punishments, ignoring improvement and development; pay attention to external pressure and internal motivation; pay attention to performance management, lack of humanistic care; pay attention to quantitative evaluation, ignoring qualitative evaluation; single evaluation subject and lack of self-evaluation. The main reasons for these problems are mainly manifested in the lack of perfect teacher evaluation system, the lack of scientific teacher evaluation department, the lack of rewards, punishment and development, and the social bias towards the physical education teacher profession (Guo, 2018, pp. 207-208).

The teacher evaluation system aims to assess the quality of teachers and promote the progress of the school through professional development. In order to consistently and accurately assess and ensure faculty quality through the faculty evaluation system, there must first be a common definition of good teaching among all stakeholders (Danielson, 2011, pp. 35-39). An effective teacher assessment system for measuring teacher quality goes beyond general headings or checklists, including classroom observations, student and parent surveys, and student achievement scores (Hill & Grossman, 2013, pp. 371-384).

Teacher quality is considered the most important factor affecting student performance (Looney, 2011, pp. 440-455; Muijs et al., 2014, pp. 231-256; Papay, 2012, pp. 123-141). More than a decade ago, the teacher assessment system has become a way of holding teachers accountable to school leaders, district directors and state regulatory bodies. Furthermore, the faculty assessment system has become a teacher accountability system that emphasizes improving standardized test scores to improve student performance (Ahn, 2013, pp. 230-273). The most common aspects of teacher assessment systems include value-added models and standard-based classroom observations, both of which improve student performance by focusing on teacher efficiency (Papay, 2012, pp. 123-141)

In conclusion, there are many studies of teacher evaluation at home and abroad, but only limited is linked to kindergarten-based and preschool teachers. The evaluation system for kindergarten teachers is directly related to the quality development of the internal management of the kindergarten, and also helps managers to stand at a higher theoretical level. In China, why is the turnover rate of teachers in many kindergartens relatively serious? Why do teachers lack plans for their own development? Why don't you have enough sense of your professional identity? Why the lack of active awareness in work and study? The development of an effective teacher evaluation system will help to further optimize and improve the current teacher management crisis faced by kindergartens.

Research Objectives

To develop management guidelines of evaluation system of kindergarten teachers of Chengdu Fujin Kindergarten, China.

Research Method

Scope of Study

1. The School Management refers to the systematic arrangement and coordination of school resources, including human resources, facilities, and processes, to create an effective structure for implementing teacher evaluation systems and achieving educational objectives.

1.1 Organization refers to the systematic arrangement and coordination of school resources, including human resources, facilities, and processes, to create an effective structure for implementing teacher evaluation systems and achieving educational objectives.

1.2 Planning refers to the process of setting goals, developing strategies, and establishing procedures for teacher evaluation and professional development, including both short-term and long-term plans to improve teaching quality and school performance.

1.3 Employment and Control refers to the processes of recruiting, supervising, and monitoring teaching staff, as well as implementing evaluation mechanisms to ensure teaching quality and professional standards are maintained according to established criteria.

1.4 Leadership refers to the ability to guide, motivate, and influence teaching staff while implementing evaluation systems, fostering professional development, and creating a supportive environment that promotes educational excellence and teacher growth.

2. Evaluation System of Kindergarten Teachers

2.1 Developmental assessment approach

2.2 Blended assessment approach

2.3 Assessment for learning approach

3. The Current Situations of Management Guidelines for Evaluation System of Kindergarten Teachers

3.1 Overall situation of the evaluation system refers to the comprehensive assessment of the current state of teacher evaluation practices, including both strengths and weaknesses in the kindergarten's existing evaluation framework.

3.2 The purpose of kindergarten teacher evaluation refers to the intended objectives of the evaluation system, including improving teaching quality, promoting professional development, and supporting personnel decisions within the kindergarten setting.

3.3 Composition of the personnel involved in the evaluation refers to the stakeholders who participate in the evaluation process, including administrators, peer teachers, parents, and other relevant parties as specified in China's kindergarten education guidelines.

3.4 Design of the evaluation content refers to the specific aspects and dimensions being evaluated, such as teaching methods, classroom management, student interaction, and professional development activities.

3.5 Criteria for evaluation refers to the specific standards, indicators, and benchmarks used to assess teacher performance and effectiveness in achieving educational objectives.

3.6 The way of evaluation refers to the methods, tools, and procedures used to collect and analyze data about teacher performance, including classroom observations, documentation review, and feedback sessions.

3.7 Application of the evaluation mechanism refers to how the evaluation results are used to inform decisions about professional development, career advancement, and improvement of teaching practices within the kindergarten.

Population and Samples

The population in this research project, Chengdu Fujin Kindergarten was used as a case study. In this research project were divided into 2 groups, namely: 1) 36 teachers in the kindergarten in 2023; 2) 6 Administrators in the Kindergarten in 2023.

The sample groups in this research project were divided into 2 groups; namely: 1) 36 teachers in the kindergarten in 2023; 2) 6 Kindergarten administrators. The sample groups will be derived from Krejci & Morgan, (1970, pp. 607-610).

Research Instrument

1. Questionnaire

In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 sets; namely: 1) teachers set, and 2) managers set. Moreover, it was divided into 2 parts sections: 1) general information, 2) Problems and needs of the kindergarten teacher evaluation system.

In order to better understand the current situation of teacher evaluation, the researchers consulted a large number of relevant literatures, such as: "Teacher Evaluation Systems: A Literature Review on Issues and Impacts" by Williams and Hebert (2020, pp.42-50) Teacher Evaluation Systems O'Brien (2014, pp. 458-456), "Teacher Evaluation Systems and How They Translate into an Investigation into Improving Teaching: A Change Leadership Program", "Successful Teacher Evaluation" by McGreal (1983, pp. 611-833), etc. According to the review of the literature, appropriate questions were selected, and a questionnaire on the evaluation status of kindergarten teachers was compiled.

The questionnaire was evaluated for the validity through Index of congruence (IOC) by the 5 specialists. Each question in the questionnaire was in the range of IOC 0.80 to 1.00. The reliability of the questionnaire was evaluated in terms of Cronbach Alpha Coefficient at 0.80 (Cronbach, 1951, pp. 297-334).

The Current Situations of Management Guidelines for Evaluation System of Kindergarten Teachers consisted of 1) Overall situation of the evaluation system 2) The purpose of kindergarten teacher evaluation 3) Composition of the personnel involved in the evaluation 4) Design of the evaluation content 5) Criteria for evaluation 6) The way of evaluation 7) Application of the evaluation mechanism

2. A set of questions for the online interview

The number of students is 5 and teachers are 5 for construction a management guideline handbook for pre-school service students to teach Chinese pronunciation to people having defective speech organs. The construction handbook will be evaluated by the five specialists (one Thai and four Chinese), Moreover, the answer from the specialists would give comments concerning the correctness and suitability of the handbook, the results then will be presented in terms of Cronbach Alpha IOC (Index of Congruence).

Data Collection

For the investigation of needs and problems, the research herself collected the data and information from the sample groups online via emailing. The researcher submitted a letter of permission to the school director in advance to ask a permission to collect the data and information from the samples group. 36 teachers and 6 administrators' questionnaires were distributed.

Data Analysis

The Data and information collected will be analyzed, interpreted and then presented in terms of frequency court, percentage, mean ($\bar{x}$), standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' needs and problems of the teaching of Chinese pronunciation to people with speech organ defects.

The criteria and define at the range of the mean scores as the following: The ideas and comments from the 5 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the management guideline handbook. Rating reference table: (Srisa-ard, 2002, p. 103)

weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Middle
2	1.51-2.50	Low
1	1.00-1.50	Lowest

Conclusions

The research finding indicated that 1) problems of the evaluation method of teachers were at high level; 1.1) Our current teacher evaluation system is designed to encourage teachers to grow and develop better. 1.2) Teachers have a full voice and participation in the process of teacher evaluation. 1.3) Kindergartens pay attention to parental participation in the process of teacher evaluation. 1.4) Kindergarten teacher evaluation pays special attention to teachers' ethics. 1.5) The evaluation of kindergarten teachers pays special attention to their performance. 1.6) Kindergarten teacher evaluation pays special attention to the ability of teachers. 1.7) There is no unreasonable content in the current teacher evaluation. 1.8) Our kindergarten teachers pay great attention to archival materials. 1.9) The results of the teacher's evaluation are always reported to the teacher in time. 1.10) I am very satisfied with the teacher evaluation system of our kindergarten. 1.11) Our kindergarten teacher evaluation system is fair and just. 1.12) The teacher evaluation system in our kindergarten has well promoted the quality improvement of the kindergarten. 1.13) The teacher evaluation system in our kindergarten has well stimulated my working attitude and professional growth. 1.14) Our kindergarten has a complete and systematic teacher evaluation system. 1.15) Our current teacher evaluation system is designed to encourage teachers to grow and develop better. 1.16) Our current teacher evaluation is to manage the teachers well and urge them to work well. 1.17) Our kindergarten management team has a good level in teacher evaluation. 1.18) In the evaluation process of kindergarten teachers, the participation of parents is emphasized. 1.19) As a teacher, I can deeply participate in the evaluation of my peers. 1.20) I have a full voice and participation in the process of evaluating me.

Management Guidelines of Teacher Evaluation System

Through the discussion of the original teacher evaluation performance management system, the performance management of the teacher evaluation system of Fujin Kindergarten is revised. And through the expert review, can be used as the Fujin kindergarten teacher evaluation system management guidelines.

1. The School Management: encompasses the systematic coordination of resources, processes, and people within educational institutions to achieve organizational objectives while ensuring quality education delivery. It involves integrating various management functions to create an effective learning environment that supports both student achievement and teacher development. School management serves as the foundation for implementing educational policies, maintaining operational efficiency, and fostering continuous improvement in educational outcomes.

1.1 Organization refers to the structured arrangement and coordination of human and material resources within the educational institution to achieve specific objectives. It involves: 1) Establishing clear hierarchical structures and reporting relationships, 2) Defining roles, responsibilities, and authority levels for all staff members, 3) Creating effective communication channels across different organizational levels, 4) Coordinating various departments and functions within the school, 5) Implementing systems for resource allocation and utilization, 6) Developing standard operating procedures for routine activities, 7) Building collaborative teams and fostering cooperative work environments, 8) Ensuring efficient information flow between different stakeholders, 9) Creating mechanisms for conflict resolution and problem-solving, 10) Maintaining documentation and record-keeping systems.

1.2 Planning refers to the systematic process of setting objectives and determining appropriate courses of action to achieve desired educational outcomes. It encompasses: 1) Developing comprehensive strategic plans aligned with educational goals, 2) Creating short-term and long-term objectives for school development, 3) Establishing clear metrics for measuring success and progress, 4) Identifying resource requirements for various educational programs, 5) Designing curriculum implementation strategies, 6) Planning for professional development opportunities, 7) Anticipating future challenges and preparing contingency plans, 8) Scheduling academic and extra-curricular activities, 9) Budgeting and financial planning for various school initiatives, 10) Creating roadmaps for technological integration and infrastructure development.

1.3 Employment and Control refers to the management of human resources and the implementation of monitoring systems to ensure operational effectiveness. This includes: 1) Recruiting and selecting qualified teaching and non-teaching staff, 2) Developing comprehensive job descriptions and performance standards, 3) Implementing performance evaluation systems, 4) Maintaining personnel records and documentation, 5) Monitoring attendance and leave management, 6) Establishing quality control measures for educational delivery, 7) Creating feedback mechanisms for continuous improvement, 8) Implementing disciplinary procedures and policies.

1.4 Leadership refers to the process of guiding and influencing staff members toward achieving organizational goals while fostering a positive educational environment. It involves: 1) Setting clear vision and direction for the school, 2) Motivating staff to achieve educational excellence, 3) Building

a positive school culture and climate, 4) Making strategic decisions for school improvement, 5) Fostering innovation and creativity in teaching methods, 6) Promoting professional growth and development, 7) Managing change and transformation initiatives.

2. Evaluation System of Kindergarten Teachers

2.1 Developmental assessment approach

The developmental assessment approach represents a comprehensive evaluation methodology that prioritizes the holistic development of children in early childhood education. This approach encompasses several key characteristics:

2.1.1 Observation-Based Assessment: 1) Utilizes systematic naturalistic observations to track children's behaviors and development, 2) Implements developmental checklists to monitor progress across multiple domains, 3) Records detailed narrative observations of children's daily activities and interactions.

2.1.2 Child-Centered Focus: 1) Emphasizes individual child development patterns and trajectories, 2) Considers each child's unique developmental pace and learning style, 3) Adapts assessment criteria based on developmental appropriateness.

2.1.3 Comprehensive Development Domains: 1) Evaluates physical development (gross and fine motor skills), 2) Assesses social-emotional growth and interpersonal relationships, 3) Monitors cognitive development and problem-solving abilities, 4) Tracks language acquisition and communication skills.

2.1.4 Documentation Methods: 1) Maintains portfolios of children's work and achievements, 2) Creates detailed progress reports highlighting developmental milestones, 3) Uses photographic and video evidence to document growth, 4) Implements anecdotal records of significant developmental events.

2.2 Blended assessment approach integrates multiple evaluation methods to create a balanced and comprehensive assessment system. This approach incorporates:

2.2.1 Integration of Multiple Assessment Tools: 1) Combines standardized assessment instruments with teacher-created tools, 2) Utilizes both formal and informal assessment methods, 3) Implements technology-based assessment platforms, 4) Incorporates portfolio-based evaluations.

2.2.2 Balanced Evaluation Framework: 1) Assesses both academic achievement and social development, 2) Evaluates teaching effectiveness through multiple lenses, 3) Combines quantitative and qualitative assessment data, 4) Implements regular assessment cycles with clear timelines.

2.2.3 Structured Assessment Sequence: 1) Conducts baseline assessments at the beginning of academic terms, 2) Implements ongoing formative assessments throughout the year, 3) Performs summative evaluations at key developmental points, 4) Maintains continuous progress monitoring.

2.2.4 Collaborative Assessment Process: 1) Involves multiple stakeholders in the evaluation process, 2) Encourages peer evaluation and feedback, 3) Incorporates parent input and

observations, 4) Facilitates teacher self-reflection and self-assessment.

2.3 Assessment for learning approach

2.3.1 Learning-Centered Assessment: 1) Aligns assessment practices with curriculum standards, 2) Focuses on identifying learning gaps and opportunities, 3) Emphasizes continuous improvement in teaching methods, 4) Promotes metacognitive development in children.

2.3.2 Feedback and Growth: 1) Provides immediate and constructive feedback, 2) Implements strategies for continuous improvement, 3) Uses assessment results to modify teaching approaches, 4) Encourages self-reflection and peer learning

2.3.3 Goal-Setting and Planning: 1) Establishes clear learning objectives, 2) Develops individualized learning plans, 3) Sets achievable short-term and long-term goals, 4) Creates action plans based on assessment results.

2.3.4 Assessment Tools and Strategies: 1) Uses video-based assessment and feedback, 2) Implements peer assessment techniques, 3) Utilizes self-assessment protocols, 4) Employs digital learning portfolios.

2.3.5 Curriculum Integration: 1) Aligns assessment with curriculum objectives, 2) Incorporates assessment into daily teaching activities, 3) Uses assessment data to inform curriculum planning, 4) Adapts teaching strategies based on assessment outcomes

3. The Current Situations of Management Guidelines for Evaluation System of Kindergarten Teachers

3.1 Overall situation of the evaluation system

The current kindergarten teacher evaluation system demonstrates a comprehensive framework that integrates multiple assessment approaches. It emphasizes both quantitative and qualitative evaluation methods while incorporating regular and irregular evaluation periods. The system faces challenges such as unclear evaluation criteria, single evaluation methods, and lack of transparency in the evaluation process. The evaluation system aims to be scientific, reasonable, and standardized to ensure fairness and effectiveness of results.

3.2 The purpose of kindergarten teacher evaluation

3.2.1 To strengthen teachers' professional quality and promote their professional development

3.2.2 To establish a scientific and standardized evaluation system

3.2.3 To promote high-quality development of kindergartens

3.2.4 To emphasize humanistic care and mental health support for teachers

3.2.5 To provide clear directions and motivation for teacher growth

3.2.6 To ensure the comprehensive and healthy development of children

3.2.7 To create an effective feedback mechanism for continuous improvement

3.3 Composition of the personnel involved in the evaluation

3.3.1 School management and leadership

3.3.2 Teacher representatives

3.3.3 Peer teachers for mutual evaluation

- 3.3.4 Parent representatives
- 3.3.5 Student feedback (through observation of children's development)
- 3.3.6 Teachers themselves for self-evaluation
- 3.3.7 Supervision agencies including school management and stakeholder representatives
- 3.4 Design of the evaluation content
 - 3.4.1 Teacher's ethics: Including professional ethics, emotional management, and mental health
 - 3.4.2 Job specification: Covering class management, activity planning, and home co-education
 - 3.4.3 Professional proficiency: Focusing on children's physical and mental health, habit formation, and developmental outcomes
 - 3.4.4 Post contribution: Including teaching results, team cooperation, and innovation
 - 3.4.5 Professional promotion: Incorporating study and research, academic advancement, and professional title evaluation
- 3.5 Criteria for evaluation
 - 3.5.1 Quantitative indicators that measure specific performance metrics
 - 3.5.2 Clear standards for teaching quality and classroom management
 - 3.5.3 Professional development achievements
 - 3.5.4 Student development outcomes
 - 3.5.5 Parent satisfaction levels
 - 3.5.6 Contribution to team and school development
 - 3.5.7 Innovation and research capabilities
 - 3.5.8 Implementation of educational theories and methods
- 3.6 The way of evaluation
 - 3.6.1 Periodic evaluations throughout the semester (September to January or February to June)
 - 3.6.2 Monthly self-evaluation by teachers
 - 3.6.3 Quarterly mutual evaluation among colleagues
 - 3.6.4 Three-party feedback during the semester
 - 3.6.5 Comprehensive evaluation at the end of each semester
 - 3.6.6 Immediate feedback mechanisms for continuous improvement
 - 3.6.7 Multiple assessment methods including classroom observation, performance review, and stakeholder feedback
- 3.7 Application of the evaluation mechanism
 - 3.7.1 Establishing reward and punishment mechanisms
 - 3.7.2 Informing teacher career development paths
 - 3.7.3 Guiding professional development planning
 - 3.7.4 Supporting teaching reform initiatives

- 3.7.5 Adjusting positions and promotions
- 3.7.6 Planning training and development opportunities
- 3.7.7 Providing feedback for continuous improvement
- 3.7.8 Creating personalized development plans
- 3.7.9 Supporting decision-making in teaching assignments and responsibilities

Discussion

Relying on the PDCA cycle theory, the management guide comprehensively improves teachers' professional ability and teaching quality through the four stages of planning, execution, inspection and action. In the process of formulation, the principles of fairness and justice such as teachers' participation, quantitative indicators and transparency are highlighted, and many factors such as teachers' moral quality, teaching skills and class management are comprehensively considered. At the same time, it pays attention to promoting construction through evaluation, encourages teachers to examine and grow by themselves, and establishes a timely and detailed feedback mechanism. Through the periodic and non-periodic evaluation, quickly find and solve the problems, and continuously improve the evaluation system. Finally, the guidelines will transform the effective evaluation methods and improvement measures into standardized processes and systems, and provide solid support for the subsequent high-quality development of Fujin Kindergarten. All teachers should take an active part in it, jointly promote the continuous improvement of kindergarten education quality, and lay a solid foundation for children's happy childhood and a better future.

According to Huang (2022, pp. 71-90) conducted the dilemma and response of the first implementation of the learning area teaching. The research results found that the novice health care students mainly faced three major challenges, such as environmental design, content planning and child observation. Under these three challenges, the case educator has experienced personal growth and transformation. There are two important key factors for the case novice educator to quickly break through the dilemma: the positive internal motivation and the establishment and support of the guidance mechanism.

Feng (2021, p. 906) conducted kindergarten curriculum quality evaluation index system, the research results aim to construct a set of kindergarten curriculum quality evaluation indicators. First of all, the relevant research on kindergarten curriculum quality evaluation indicators at home and abroad, summarized and formed the "expert questionnaire of kindergarten curriculum quality evaluation indicators", and 19 experts and scholars were invited to participate in the survey, so as to make the indicators more comprehensive and in line with kindergarten curriculum practice. Secondly, based on the results of the expert questionnaire survey, "The fuzzy Delphi Questionnaire of Kindergarten Curriculum Quality Evaluation Index" was compiled, and then 20 educational scholars, educational evaluation and managers, and principals were invited to conduct the fuzzy Daffi questionnaire survey, so as to obtain expert consensus. The three-level index system includes 4 first-level indicators: curriculum planning and implementation, regional environment creation, teacher professional development, and class

management, covering a total of 14 second-level indicators and 166 three-level indicators. Through the construction of a systematic and scientific index system, it can provide kindergartens to carry out self-evaluation, and serve as an evaluation tool for the education management department to supervise the quality of kindergarten curriculum.

Pan et al. (2018, pp. 3-11) conducted characteristics and effects of current kindergarten teacher performance evaluation based on the perspective of teacher perception, the results show that the characteristics and effects of kindergarten performance evaluation perceived by current teachers are at a medium level, And the difference between teachers is large; The teacher's teaching age, evaluation purpose and the usefulness of feedback are not significantly correlated with the performance evaluation effect of teacher perception; there is a significant correlation between the clarity, key nature and differentiation of the evaluation criteria and the work burden and work pressure caused by the performance evaluation; The impartiality and evaluation ability of evaluators, and the supportive application of evaluation results are significantly correlated with the influence of performance evaluation on the supportive relationship among colleagues; There was a significant correlation between the criticality of the evaluation criteria and the supportive application of the evaluation results and the impact of the performance evaluation on the improvement of educational practice and professional ability. It is suggested to improve the application of the standards and the results of the kindergarten performance evaluation, and to strengthen the training and supervision of the evaluation personnel.

Through a review of the literature on the construction of the teacher evaluation system in the past five years (2018-2023), the researchers have reached the following conclusions:

(1) The evaluation system of kindergarten teachers needs to establish a scientific, reasonable and effective evaluation system for their special educational environment and educational objects.

(2) At present, there are many problems in the evaluation system of kindergarten teachers, such as single evaluation index, unscientific evaluation method, and inaccurate evaluation results, which need to be improved and improved.

(3) The evaluation of kindergarten teachers should pay attention to the comprehensive evaluation of their professional quality, educational and teaching ability, educational practice results and other aspects, so as to comprehensively reflect their work performance.

(4) The evaluation of kindergarten teachers should pay attention to the design and implementation of the incentive mechanism, and take the evaluation results as an important basis for teachers' career development, salary and treatment.

(5) The evaluation of kindergarten teachers should pay attention to the supervision and management of the evaluation process to ensure the fairness, objectivity and effectiveness of the evaluation.

(6) According to the characteristics of kindergarten teachers, a variety of evaluation methods, such as questionnaires, observation records, and case analysis, can be adopted to improve the accuracy and reliability of the evaluation.

(7) The construction of the kindergarten teacher evaluation system needs the joint efforts of the government, schools and all aspects of the society to form a joint force and promote the development

of kindergarten education.

I will continue to conduct in-depth research on the above core themes and take Fujin Kindergarten as a case:

(1) According to the literature review of the teacher evaluation system, analyzing the advantages and disadvantages of Fujin Kindergarten, according to the actual situation of the kindergarten.

(2) Through questionnaire survey and interviews, the teachers and managers learned about the views and feelings of the evaluation system, including the influence of the evaluation system on their work performance, and the influence of the evaluation system on their career development.

(3) Through the data analysis of the career development trajectory and salary of teachers in Fujin Kindergarten, the influence and role of the evaluation system on the career development of teachers are explored.

(4) Study the social impact of the Fujin kindergarten teacher evaluation system, including parents' recognition of the evaluation system, and the impact of the evaluation system on the formulation of educational policies, in order to provide inspiration and reference for the construction of other kindergarten teachers' evaluation system.

(5) Based on the experience and lessons of Fujin kindergarten teacher evaluation system, suggestions for improvement and improvement are proposed, and the application prospect of digital technology in the evaluation system is discussed, in order to provide ideas and directions for the construction of kindergarten teacher evaluation system in the future.

Suggestion

1. Strengthen Home-School Collaboration: Establishing an effective parent feedback mechanism will enhance communication between teachers and parents. Regular parent meetings and joint activities will help create a collaborative educational environment that supports children's overall development.

2. Integrate an Incentive Mechanism: Linking evaluation results to salary adjustments, promotions, and rewards will encourage active teacher participation. Recognizing outstanding teachers through awards and professional development opportunities will foster motivation and innovation.

3. Foster a Positive and Innovative Educational Culture: Creating a supportive cultural atmosphere through team-building activities and professional recognition will boost teacher morale. Encouraging educational research and innovation will contribute to the overall advancement of kindergarten teaching and management.

4. Strengthen Collaboration with Educational Institutions: Partnering with universities and research organizations will provide access to advanced teaching methodologies and educational innovations. Establishing practical training bases will support both teachers' professional growth and the advancement of early childhood education research.

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