

# Student Teaching: EC Midterm and Final Evaluation

## 1. General Information

\* Please check one

\* Please enter the candidate's name (Last, First)

\* Please enter your name (Last, First)

\* Please select your role:

- University Supervisor/Site Supervisor
- Cooperating Teacher/Mentor Teacher
- Student
- Other (specify below)

Other role:

**Semester**

- Fall
- Spring

**Year**

- 2016
- 2017
- 2018

**School (Student Teaching Site):**

Grade:

2. Confirmation

Please confirm: you are filling out a [Q1] Teaching Evaluation for [Q2].

- This is correct.
- This is incorrect; I will return to the previous page to edit my answers.

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## 3. Candidate Professionalism

Please rate each behavior according to the frequency it was displayed by the candidate

	Never	Rarely	Sometimes	Often	Always
Acts and dresses according to the standard practices of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains regular and punctual attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows through on tasks and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is courteous and respectful to all students and all school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submits lesson plans for every lesson at least two days in advance of the teaching day, on a regular schedule that is explicitly agreed upon between Cooperating Teacher and PST/ST as well as between University Supervisor and PST/ST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate behavior and professional demeanor in all situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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4.

When evaluating the learning outcomes on following pages, please consider this rubric:

ME - Meets Expectation: candidate exhibits knowledge, skill or disposition consistently

PM - Partially Meets Expectation: candidate exhibits knowledge, skill or disposition inconsistently

NM - Expectations Not Met: candidate appears to lack knowledge, skill or disposition

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### 5. Category 1: Promotes Child Development and Learning

Performance Outcome: NAEYC 1c. Uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments

- Expectation Not Met (NM)**: Creates or maintains an environment that is not physically safe; Does not display a genuine liking of or interest in most of the students; Takes little initiative or has limited effectiveness in promoting positive student interactions; Does not demonstrate a belief that every student can learn; Constructs experiences that are either too easy or too difficult for most of the students
- Expectation Partially Met (PM)**: Occasionally creates an environment that is not physically safe or fails to check for safety regularly; Displays a genuine liking of and/or interest in some of the students; Takes some initiative and/or has some success in promoting positive students interactions; Demonstrates a belief that some or most students can learn; Constructs experiences that are appropriately challenging for some of the children
- Meets Expectations (ME)**: Creates and maintains a physically safe environment; Displays genuine liking of and interest in all of the students; Takes initiative to teach and promote positive student interactions; Demonstrates a belief that all students can learn; Constructs experiences that are appropriately challenging for most or all of the students

Comments:

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### 6. Category 2: Builds Family and Community Relationships

Performance Outcome: NAEYC 2b. Supports and empowers families and communities through respectful reciprocal relationships

- Expectation Not Met (NM)**: Is often insensitive or unaware of the culture or beliefs of students' families; Rarely informs families of information about their child or the classroom; Does not respond to families' concerns and/or makes families feel unwelcome in the classroom
- Expectation Partially Met (PM)**: Is sometimes insensitive or unaware of the culture or beliefs of students' families; Sometimes informs families of information about their child and/or the classroom; Slow to respond to some families' concerns and/or makes some families feel unwelcome in the classroom
- Meets Expectations (ME)**: Communicates respectfully with families and is sensitive to different cultures and beliefs; Promptly informs families of information about their child and the classroom; Promptly responds to families' concerns and makes families feel welcome in the classroom

Comments:

Performance Outcome: NAEYC 2c. Involves families and communities in their children's development and learning

- Expectation Not Met (NM)**: Rarely communicates with families about ways to help their child at home; Does not reach out for support from families or the community
- Expectation Partially Met (PM)**: Occasionally communicates with families about ways to help their child at home; Reaches out to families to volunteer in the classroom and contribute extra resources
- Meets Expectations (ME)**: Frequently communicates with families about ways to help their child at home; Reaches out to families and community agencies to bring in volunteers and additional resources

Comments:

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### 7. Category 3: Observes, Documents and Assesses to Support Young Children and Families

Performance Outcome: NAEYC 3b. Knows about and uses observation, documentation and other appropriate assessment tools and approaches

- Expectation Not Met (NM)**: Uses only one type of formal or informal assessment for different purposes
- Expectation Partially Met (PM)**: Limited use of formal and informal assessments for different purposes
- Meets Expectations (ME)**: Uses a wide array of formal and informal assessments for different purposes

Comments:

Performance Outcome: NAEYC 3c. Understands and practices responsible assessment

- Expectation Not Met (NM)**: Does not administer assessments with accuracy; Does not interpret data accurately or use data as intended; Does not use a variety of assessments to make decisions about students' learning
- Expectation Partially Met (PM)**: Administers some assessments with accuracy; Sometimes interprets data accurately and/or sometimes uses data as intended; Uses a limited set of assessments to make decisions about students' learning
- Meets Expectations (ME)**: Administers assessments with accuracy; Interprets data accurately and uses data as intended; Uses a variety of assessments to make decisions about students' learning

Comments:



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### 8. Category 4: Using Developmentally Effective Approaches to Connect with Children and Families

Performance Outcome: NAEYC 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches

- Expectation Not Met (NM)**: Relies on a single instructional strategy; No adaptation of learning activities; Extensive or inappropriate reliance on one resource for instruction; Little or inappropriate integration of technology and media
- Expectation Partially Met (PM)**: Relies on a limited set of instructional strategies; Occasional adaptation of learning activities for diverse learners; Limited use of available resources for instruction; Some appropriate integration of technology and media
- Meets Expectations (ME)**: Intentionally uses a variety of instructional strategies; Instructional activities and strategies are adapted to diverse learners; Uses multiple resources for instruction; Regularly uses available and appropriate technology and media

Comments:

Performance Outcome: NAEYC 4d. Reflecting on their own practice to promote positive outcomes for each child

- Expectation Not Met (NM)**: Evaluates self in ways that are inaccurate or unrealistic; Does not know whether a lesson was effective in reaching its goals
- Expectation Partially Met (PM)**: Generally able to reflect on the impact of instruction on student learning; Cannot offer alternative teaching activities or approaches and/or is not yet able to make adjustments accordingly
- Meets Expectations (ME)**: Consistently and accurately reflects on the impact of instruction on student learning; Offers alternative teaching activities or approaches; Makes adjustments as needed

Comments:

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### 9. Category 5: Using Content Knowledge to Build Meaningful Curriculum

Performance Outcome: NAEYC 5b. Knowing and using the central concepts, inquiry tools and structures of content areas and academic disciplines

- Expectation Not Met (NM)**: Makes content errors; Has limited ability to make connections to other areas of the discipline around a central idea or topic; Has limited ability to correct student content errors; Provides few to no opportunities for students to engage with tools specific to a discipline
- Expectation Partially Met (PM)**: Demonstrates partial understanding of different disciplines; Has some ability to make connections to other areas of the discipline around a central idea or topic; Has partial ability to answer student content questions accurately; Provides some opportunities for students to engage with tools specific to a discipline
- Meets Expectations (ME)**: Demonstrates sound, solid understanding of concepts of different disciplines; Makes connections between content and other areas of the discipline or other disciplines; Has the ability to answer student content questions accurately; Provides many opportunities for students to engage with tools specific to a discipline

Comments:

Performance Outcome: NAEYC 5c. Using own knowledge and other resources to design, implement and evaluate meaningful, challenging curricula for each child

- Expectation Not Met (NM)**: Does not link objectives to early learning or academic standards; Objectives are not suitable for most or any of the students; Does not include experiences that are important within a subject area and that will build knowledge needed in the future; Does not integrate experiences or instruction across subject areas; Displays little monitoring of student understanding or fails to make adjustments based on monitoring
- Expectation Partially Met (PM)**: Some objectives linked to early learning or academic standards; Most objectives are suitable for some of the students; Includes some experiences that are important within a subject area and will build knowledge needed in the future; Occasionally integrates experiences or instruction across subject areas; Displays some monitoring of student understanding and/or makes some adjustments based on monitoring
- Meets Expectations (ME)**: Objectives linked to early learning or academic standards; Objectives are suitable for most or all of the students; Includes a range of experiences that are important within a subject area and will build knowledge needed in the future; Consistently integrates experiences or instruction across subject areas; Monitors student understanding and makes adjustments based on monitoring

Comments:

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### 10. Category 6: Becoming a Professional

Performance Outcome: NAEYC 6b. Knowing about and upholding ethical standards and other professional guidelines

- Expectation Not Met (NM)**: Does not demonstrate professional conduct and/or appearance; Displays lapses in judgment in decisions involving moral or ethical reflection; Makes poor decisions regarding issues of confidentiality and/or respect for individuals
- Expectation Partially Met (PM)**: Sometimes demonstrates professional conduct and/or appearance; Displays occasional lapses in judgment in decisions involving moral or ethical reflection; Makes some good decisions regarding issues of confidentiality and/or respect for individuals
- Meets Expectations (ME)**: Consistently demonstrates professional conduct and/or appearance; Makes sound decisions involving moral or ethical reflection; Makes good decisions regarding issues of confidentiality and/or respect for individuals

Comments:

Performance Outcome: NAEYC 6c. Engaging in continuous, collaborative learning to improve practice

- Expectation Not Met (NM)**: Takes little initiative to consult with colleagues for seeking and sharing resources and ideas; Becomes defensive when given feedback, and/or blames outside influences for problems with practice or student learning
- Expectation Partially Met (PM)**: Takes initiative to consult with colleagues at least on an occasional basis for seeking and sharing resources and ideas; Demonstrates some ability to use feedback from peers or other professionals to evaluate, refine and revise own practice
- Meets Expectations (ME)**: Consults with colleagues on a frequent basis for seeking and sharing resources and ideas; Consistently uses feedback from peers or other professionals to evaluate, refine and revise own practice

Comments:

Performance Outcome: NAEYC 6d. Integrating knowledgeable, reflective and critical perspectives on early education

- Expectation Not Met (NM)**: Displays little awareness of current research in the field or misses opportunities to apply knowledge to practice; Displays limited evidence of being a self-motivated or reflective learner
- Expectation Partially Met (PM)**: Displays some awareness of current research in the field; Occasionally applies knowledge to practice; Displays some evidence of being a self-motivated and/or reflective learner
- Meets Expectations (ME)**: Is aware of and/or seeks out current research in the field; Regularly applies knowledge to practice; Shows evidence of being a self-motivated and reflective learner

Comments:

Performance Outcome: NAEYC 6e. Engaging in informed advocacy for children and the profession

- Expectation Not Met (NM)**: Does not demonstrate knowledge of policy or current issues related to the field; Does not demonstrate skills needed to advocate for children or the profession (verbal, written communication, working with others around policy issues)
- Expectation Partially Met (PM)**: Demonstrates limited knowledge of policy and/or current issues related to the field; Demonstrates some skills needed to advocate for children and/or the profession (verbal, written communication, working with others around policy issues)
- Meets Expectations (ME)**: Demonstrates knowledge of policy and current issues related to the field; Demonstrates skills needed to advocate for children and the profession (verbal, written communication, working with others around policy issues)

Comments:

**11. Comments**

**COMMENDABLE POINTS:**

**POINTS TO CONSIDER:**

**Name and Date:**