

IDEC Early Childhood Education Teacher Candidate Evaluation Rubric

Overview: This IDEC Early Childhood Education Teacher Candidate Evaluation Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The IDEC Early Childhood Education Teacher Candidate Evaluation Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on IDEC Early Childhood Education Teacher Candidate Evaluation evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory*, *emerging*, *satisfactory*, and *proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. To reiterate, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

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Rubric**

Note:

CATEGORY I: CONTENT KNOWLEDGE*				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
<p>1. Demonstrates understanding of content knowledge and resources in language and literacy. NAEYC 5a</p> <p><input type="checkbox"/> N/A</p>	Demonstrates understanding of <u>most</u> content knowledge and resources.	Demonstrates <u>some</u> understanding of content knowledge and resources.	Demonstrates <u>little</u> understanding of content knowledge and resources.	<u>Does not</u> demonstrate understanding of content knowledge and resources <u>at all</u> .
<p>2. Demonstrates understanding of content knowledge and resources in the arts: music, creative movement, dance, drama, or visual arts. NAEYC 5a</p> <p><input type="checkbox"/> N/A</p>	Demonstrates understanding of <u>most</u> content knowledge and resources.	Demonstrates <u>some</u> understanding of content knowledge and resources.	Demonstrates <u>little</u> understanding of content knowledge and resources.	<u>Does not</u> demonstrate understanding of content knowledge and resources <u>at all</u> .
<p>3. Demonstrates understanding of content knowledge and resources in</p>	Demonstrates understanding of <u>most</u>	Demonstrates <u>some</u> understanding of content knowledge and resources.	Demonstrates <u>little</u> understanding of content knowledge and resources.	<u>Does not</u> demonstrate understanding of content knowledge and resources <u>at all</u> .

<p>mathematics. NAEYC 5a, 5b, 5c</p> <p><input type="checkbox"/> N/A</p>	<p>content knowledge and resources.</p>			
<p>4. Demonstrates understanding of content knowledge and resources in science. NAEYC 5a</p> <p><input type="checkbox"/> N/A</p>	<p>Demonstrates understanding of <u>most</u> content knowledge and resources.</p>	<p>Demonstrates <u>some</u> understanding of content knowledge and resources.</p>	<p>Demonstrates <u>little</u> understanding of content knowledge and resources.</p>	<p><u>Does not</u> demonstrate understanding of content knowledge and resources <u>at all</u>.</p>
<p>5. Demonstrates understanding of content knowledge and resources in physical activity, physical education, or health and safety. NAEYC 5a</p> <p><input type="checkbox"/> N/A</p>	<p>Demonstrates understanding of <u>most</u> content knowledge and resources.</p>	<p>Demonstrates <u>some</u> understanding of content knowledge and resources.</p>	<p>Demonstrates <u>little</u> understanding of content knowledge and resources.</p>	<p><u>Does not</u> demonstrate understanding of content knowledge and resources <u>at all</u>.</p>
<p>6. Demonstrates understanding of content knowledge and resources in social studies. NAEYC 5a</p> <p><input type="checkbox"/> N/A</p>	<p>Demonstrates understanding of <u>most</u> content knowledge and resources.</p>	<p>Demonstrates <u>some</u> understanding of content knowledge and resources.</p>	<p>Demonstrates <u>little</u> understanding of content knowledge and resources.</p>	<p><u>Does not</u> demonstrate understanding of content knowledge and resources <u>at all</u>.</p>
<p>Midterm Comments Addressing Category I</p>				

Final Comments Addressing Category I				
CATEGORY II: CONTENT PEDAGOGY*				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
1. Demonstrates knowledge of the central concepts, inquiry tools, and structures of content areas or academic disciplines. NAEYC 5b <input type="checkbox"/> N/A	Demonstrates knowledge at the level of beginning teacher.	Demonstrates <u>some</u> knowledge.	Demonstrates <u>little</u> knowledge.	<u>Does not</u> demonstrate any knowledge.
2. Demonstrates use of the central concepts, inquiry tools, and structures of content areas or academic disciplines. NAEYC 5b <input type="checkbox"/> N/A	Demonstrates use at the level of beginning teacher.	Demonstrates <u>some</u> use.	Demonstrates <u>little</u> use.	<u>Does not</u> demonstrate any use.

<p>3. Uses appropriate early learning standards, and other resources to design meaningful and challenging curriculum for each student. NAEYC 5c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Regularly</u> uses early learning standards and resources to design curriculum.</p>	<p><u>Often</u> uses early learning standards and resources to design curriculum.</p>	<p><u>Sometimes</u> uses early learning standards and resources to design curriculum.</p>	<p><u>Does not</u> use early learning standards and resources to design curriculum <u>at all</u>.</p>
<p>4. Uses appropriate early learning standards, and other resources to implement meaningful and challenging curriculum for each student. NAEYC 5c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Regularly</u> uses early learning standards and resources to implement curriculum.</p>	<p><u>Often</u> uses early learning standards and resources to implement curriculum.</p>	<p><u>Sometimes</u> uses early learning standards and resources to implement curriculum.</p>	<p><u>Does not</u> use early learning standards and resources to implement curriculum <u>at all</u>.</p>
<p>5. Uses appropriate early learning standards, and other resources to evaluate meaningful and challenging curriculum for each student.</p>	<p><u>Regularly</u> uses early learning standards and resources to evaluate curriculum.</p>	<p><u>Often</u> uses early learning standards and resources to evaluate curriculum.</p>	<p><u>Sometimes</u> uses early learning standards and resources to evaluate curriculum.</p>	<p><u>Does not</u> use early learning standards and resources to evaluate curriculum <u>at all</u>.</p>

<p>NAEYC 5c <input type="checkbox"/> N/A</p>				
<p>Midterm Comments Addressing Category II</p>				
<p>Final Comments Addressing Category II</p>				
<p>CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES*</p>				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
<p>1. Demonstrates knowledge and understanding of students' characteristics and needs in physical, cognitive, social, emotional, language, and aesthetic domains. NAEYC 1a <input type="checkbox"/> N/A</p>	<p>Demonstrates knowledge and understanding of students' characteristics and needs in <u>all</u> domains.</p>	<p>Demonstrates knowledge and understanding of students' characteristics and needs in <u>almost</u> all of the domains.</p>	<p>Demonstrates knowledge and understanding of students' characteristics or needs in <u>some</u> of the domains.</p>	<p><u>Does not</u> demonstrate knowledge or understanding <u>at all</u>.</p>

<p>2. Demonstrates knowledge and understanding of students' characteristics and needs in play, activity, learning processes, and motivation to learn. NAEYC 1b</p> <p><input type="checkbox"/> N/A</p>	<p>Demonstrates knowledge and understanding of students' characteristics and needs in <u>all</u> circumstances.</p>	<p>Demonstrates knowledge and understanding of students' characteristics and needs in <u>almost</u> all circumstances.</p>	<p>Demonstrates knowledge and understanding of students' characteristics or needs in <u>some</u> circumstances.</p>	<p><u>Does not</u> demonstrate knowledge or understanding <u>at all</u>.</p>
<p>3. Understands how the diverse cultural and linguistic contexts influence on students' development and learning. NAEYC 1b; CEC 1.1</p> <p><input type="checkbox"/> N/A</p>	<p><u>Consistently</u> understands. For example, can connect a student's achievement in all subject areas to his/her primary language and family culture.</p>	<p><u>Sometimes</u> understands. For example, can connect a student's language arts learning to his/her primary language, which is non-English.</p>	<p><u>Rarely</u> understands. For example, tries to connect students' learning with cultural and linguistic influence when asked.</p>	<p><u>Does not</u> understand <u>at all</u>.</p>
<p>4. Understands how the relationships with others, economic conditions, health status and disabilities, and</p>	<p><u>Consistently</u> understands. For example, when assess a student's learning, always considers the</p>	<p><u>Somehow</u> understands. For example, tries to adjust lessons and assessments according to different</p>	<p><u>Rarely</u> understands. For example, when reminded, realizes at least one of the circumstances of a student's development and learning.</p>	<p><u>Does not</u> understand <u>at all</u>.</p>

<p>individual differences influence on students' development and learning. NAEYC 1b; CEC 1.1</p> <p><input type="checkbox"/> N/A</p>	<p>student's circumstances, and adjusts the assessment for the student.</p>	<p>circumstances when reminded.</p>		
<p>5. Understands how the technology and media influence on students' development and learning. NAEYC 1b</p> <p><input type="checkbox"/> N/A</p>	<p><u>Consistently</u> understands how the technology and media influence on students' development and learning.</p>	<p><u>Somehow</u> understands.</p>	<p><u>Rarely</u> understands.</p>	<p><u>Does not</u> understand <u>at all</u>.</p>
<p>6. Applies the understanding of the learner development and differences and implements appropriate learning experiences. NAEYC 1b; CEC 1.2</p> <p><input type="checkbox"/> N/A</p>	<p><u>Consistently</u> applies the understanding of the learner development and differences and implements appropriate learning experiences.</p>	<p><u>Sometimes</u> applies the understanding.</p>	<p>Sometimes <u>attempts to</u> apply.</p>	<p><u>Does not</u> attempt to apply <u>at all</u>.</p>
<p>Midterm Comments Addressing Category III</p>				

Final Comments Addressing Category III				
CATEGORY IV: CULTURE FOR LEARNER*				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
<p>1. Establishes and maintains a learning environment that promotes students' physical and psychological health, safety, and sense of security. NAEYC 1c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> establishes and maintains a learning environment that promotes students' health, safety, and sense of security.</p>	<p><u>Often</u> establishes and maintains a safe learning environment.</p>	<p><u>Sometimes</u> establishes and maintains a safe learning environment.</p>	<p><u>Does not</u> establish or maintains a safe learning environment <u>at all.</u></p>
<p>2. Establishes and maintains a learning environment that reflects respect for each student's feeling, thinking, culture, home language, individual abilities or disabilities,</p>	<p><u>Almost always</u> establishes and maintains a learning environment that promotes students' health, safety, and sense of security.</p>	<p><u>Often</u> establishes and maintains a respectful learning environment.</p>	<p><u>Sometimes</u> establishes and maintains a respectful learning environment.</p>	<p><u>Does not</u> establish and maintain a respectful learning environment <u>at all.</u></p>

<p>family context, and community. NAEYC 1c</p> <p><input type="checkbox"/> N/A</p>				
<p>3. Models and affirms anti-bias perspectives on development and learning. NAEYC 1c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Successfully</u> models and affirms anti-bias perspectives on development and learning.</p>	<p><u>Properly</u> models and affirms anti-bias perspectives.</p>	<p><u>Somehow</u> models and affirms anti-bias perspectives.</p>	<p><u>Does not</u> model or affirm anti-bias perspectives <u>at all</u>.</p>
<p>4. Establishes and maintains a supportive environment to demonstrate the belief in students' ability to learn. NAEYC 1c; CEC 2.1</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> establishes and maintains a supportive environment to demonstrate the belief in students' ability to learn.</p>	<p><u>Often</u> establishes and maintains a supportive environment.</p>	<p><u>Sometimes</u> establishes and maintains a supportive environment.</p>	<p><u>Does not</u> establish and maintain a supportive environment <u>at all</u>.</p>
<p>5. Applies knowledge of contemporary theory and research to construct learning environments that provide</p>	<p><u>Often</u> applies knowledge of contemporary theory and research to</p>	<p><u>Sometimes</u> applies knowledge of contemporary theory and research</p>	<p>Sometimes <u>attempts to</u> apply.</p>	<p><u>Does not</u> attempt to apply <u>at all</u>.</p>

<p>achievable and stretching experiences for each student. NAEYC 1c</p> <p><input type="checkbox"/> N/A</p>	<p>construct learning environments.</p>			
<p>6. Responds to students in a timely and helpful manner. NAEYC 1c; CEC 2.3</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> responds to students in a timely and helpful manner.</p>	<p><u>Often</u> responds to students.</p>	<p><u>Sometimes</u> responds to students.</p>	<p><u>Does not respond OR Inappropriately responds to students.</u></p>
<p>7. Employs positive, effective, and developmentally responsive guidance and management techniques. NAEYC 1c; CEC 2.2</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> employs positive effective, and developmentally responsive guidance and management techniques.</p>	<p><u>Often</u> employs positive management techniques.</p>	<p>Sometimes <u>attempts to</u> employ positive management techniques.</p>	<p><u>Does not employ positive techniques. OR Employs inappropriate techniques.</u></p>
<p>8. Establishes and continually reinforces clear standards for</p>	<p><u>Almost always</u> establishes and continually reinforces</p>	<p><u>Often</u> establishes and reinforces clear standards.</p>	<p><u>Sometimes</u> establishes and reinforces clear standards.</p>	<p>Establishes <u>unclear standards</u> for behavior. OR <u>Does not take care</u> of behavior issues at all.</p>

<p>behavior. NAEYC 1c</p> <p><input type="checkbox"/> N/A</p>	<p>clear standards for behavior.</p>			
<p>9. Regularly monitors behavior and responds to inappropriate behavior effectively. NAEYC 1c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> monitors behavior and responds to inappropriate behavior effectively.</p>	<p><u>Often</u> monitors behaviors and responds effectively.</p>	<p><u>Attempts to monitor</u> behavior and to respond, but <u>sometimes</u> does <u>not so</u> effectively.</p>	<p><u>Does not attempt to monitor</u> behavior or respond. OR Does so <u>ineffectively</u>.</p>
<p>Midterm Comments Addressing Category IV</p>				
<p> </p>				
<p>Final Comments Addressing Category IV</p>				
<p> </p>				
<p>CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION*</p>				
	<p>PROFICIENT</p>	<p>SATISFACTORY</p>	<p>EMERGING</p>	<p>UNSATISFACTORY</p>
<p>1. Understands and pursues positive relationships and supportive interactions as the foundation of instruction. NAEYC 4a</p>	<p><u>Almost always</u> understands and pursues positive relationships and supportive interactions</p>	<p><u>Often</u> understands and pursues positive relationships and supportive interactions.</p>	<p><u>Sometimes</u> understands and pursues positive relationships and supportive interactions.</p>	<p><u>Does not</u> understand and pursue positive relationships and supportive interactions <u>at all</u>.</p>

<input type="checkbox"/> N/A	as the foundation of instruction.			
2. Uses a broad repertoire of effective strategies and tools. NAEYC 4b; CEC 5.5 <input type="checkbox"/> N/A	<u>Consistently</u> uses a broad repertoire of effective strategies and tools.	<u>Sometimes</u> uses effective strategies and tools.	<u>Attempts to</u> use various strategies and tools but not always effective.	<u>Does not</u> use strategies. OR Strategies and tools are not <u>effective at all.</u>
3. Uses technology resources to develop learning activities. NAEYC 4b; CEC 5.2 <input type="checkbox"/> N/A	<u>Consistently</u> uses technology resources to develop learning activities.	<u>Sometimes</u> uses technology resources.	<u>Attempts to</u> use technology resources.	<u>Does not</u> use technology resources <u>at all.</u>
4. Plans and implements engaging conversations, thought-provoking questions, provision of materials, and spontaneous activities. NAEYC4c	<u>Almost always</u> plans and implements engaging conversations, thought-provoking questions, provision of materials, and spontaneous activities.	<u>Often</u> plans and implements some of these strategies.	<u>Sometimes</u> plans and implements some of these strategies.	<u>Does not</u> plan or implement these strategies.

<input type="checkbox"/> N/A				
<p>5. Develops clearly structured instructional plans with objectives, activities, and assessments. NAEYC 4c</p> <input type="checkbox"/> N/A	<p><u>Almost always</u> develops clearly structured instructional plans with objectives, activities, and assessments.</p>	<p><u>Often</u> develops structured instructional plans and at least <u>half of them are clear.</u></p>	<p>Sometimes <u>attempts to</u> develop structured plans but plans lack clarity.</p>	<p>Instructional plans are <u>not clearly structured at all.</u></p>
<p>6. Aligns instruction with curriculum, state and national standards, and IEPs (if applicable). NAEYC 4c</p> <input type="checkbox"/> N/A	<p><u>Almost always</u> aligns instruction with curriculum, state and national standards, and IEPs (if applicable).</p>	<p><u>Sometimes</u> aligns well.</p>	<p><u>Attempts to</u> aligns.</p>	<p><u>Does not attempt</u> to align at all.</p>
<p>7. Uses clear directions, explanations, steps, procedures, demonstrations, questions, etc. NAEYC 4c</p> <input type="checkbox"/> N/A	<p><u>Consistently</u> uses clear directions, explanations, steps, procedures, demonstrations, questions, etc.</p>	<p><u>Sometimes</u> uses clear directions etc.</p>	<p><u>Attempts to</u> use directions etc. and <u>at least half</u> of them are <u>clear.</u></p>	<p><u>Does not attempt</u> to use clear directions etc. at all.</p>

<p>8. Encourages active participation in individual and group activities. NAEYC 4c; CEC 5.6</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> encourages active participation in individual and group activities.</p>	<p><u>Sometimes</u> encourages active participation.</p>	<p><u>Attempts to encourage</u> active participation.</p>	<p><u>Does not attempt</u> to encourage active participation at all.</p>
<p>9. Consistently assists children having difficulty. NAEYC 4c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> assists children having difficulties.</p>	<p><u>Often</u> assists children having difficulties.</p>	<p><u>Sometimes</u> assists children having difficulties.</p>	<p><u>Does not</u> assist children having difficulties <u>at all</u>.</p>
<p>10. Plans are prepared and complete (including needed materials) in a timely manner. NAEYC 4c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> prepares plans completely (including needed materials) with CP's approval at least <u>three days ahead of time</u>.</p>	<p><u>Almost always</u> prepared plans completely with CP's approval <u>at least a day before</u> the implementation.</p>	<p>Plans are <u>sometimes</u> prepared <u>on time</u>, but these lack detail.</p>	<p>Plans are not prepared <u>on time</u>.</p>
<p>11. Maintains accurate records of children's progress. NAEYC 4c</p>	<p>Maintains accurate records of children's progress for <u>almost every lesson</u>.</p>	<p>Maintains records of children's progress for major lessons (= part of unit plan or action research</p>	<p><u>Often attempts to maintain</u> accurate records.</p>	<p><u>Does not attempt</u> to maintain records.</p>

<input type="checkbox"/> N/A		project). AND At least half of the records are accurate.		
12. Reflects on own practice to promote positive learning outcomes for each student. NAEYC 4d <input type="checkbox"/> N/A	<u>After almost every lesson,</u> reflects on own practice to promote positive learning outcomes for each student.	<u>After each major lesson</u> (=part of unit plan or action research project), reflects on own practice.	<u>Sometimes</u> reflects on own practice.	<u>Does not</u> reflect at all.
Midterm Comments Addressing Category V				
Final Comments Addressing Category V				

CATEGORY VI: ASSESSMENT FOR STUDENT LEARNING*				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
1. Understands the goals, benefits, and uses of assessment. NAEYC 3a	<u>Consistently</u> demonstrates understanding of the goals, benefits, and uses of assessment.	<u>Occasionally</u> demonstrates understanding of the	Demonstrates <u>few</u> understanding of the goals, benefits, and uses of assessment.	<u>Does not realize the importance</u> of the goals, benefits, and uses of assessment.

<input type="checkbox"/> N/A		goals, benefits, and uses of assessment.		
2. Uses ongoing, systematic observations and other informal and formal assessments . NAEYC 3b; CEC 4.1 <input type="checkbox"/> N/A	<u>Almost always</u> uses ongoing, systematic observations and other informal and formal assessments.	<u>Occasionally</u> uses both informal and formal assessments.	Mainly uses <u>formal assessment</u> (e.g., paper-pencil tasks or tests) rather than informal.	<u>Does not use</u> informal or formal assessment.
3. Uses technology in documentation, assessment, and data collection. NAEYC 3b <input type="checkbox"/> N/A	<u>Consistently</u> uses technology in documentation, assessment, and data collection.	<u>Occasionally</u> uses technology in assessment processes.	<u>Attempts to</u> use technology in assessment processes.	<u>Does not</u> use technology in assessment processes.
4. Practices responsible assessment to promote positive learning outcomes for each student including the use of assistive	<u>Almost always</u> practices responsible assessment to promote positive learning outcomes for each student including the use of assistive technology for students with disabilities.	<u>Sometimes</u> practices responsible assessment as described.	<u>Attempts to</u> practice responsible assessment as described.	<u>Does not attempt to</u> practice responsible assessment as described.

<p>technology for students with disabilities. NAEYC 3c; CEC 4.4</p> <p><input type="checkbox"/> N/A</p>				
<p>5. Develops partnerships with families and with professional colleagues for the use of positive assessment to build effective learning environments. NAEYC 3d; CEC 4.3</p> <p><input type="checkbox"/> N/A</p>	<p><u>Consistently attempts to</u> develop partnerships with families and with professional colleagues to use positive assessment to build effective learning environments.</p>	<p><u>Sometimes attempts to</u> develop such partnerships.</p>	<p><u>Recognizes the importance of</u> the partnerships with families and colleagues, but does not develop yet.</p>	<p><u>Does not realize the importance of</u> the partnerships.</p>
<p>6. Demonstrates understanding of appropriate, responsible assessment practices for culturally and linguistically diverse student, students with</p>	<p>Demonstrates understanding of <u>most</u> appropriate, responsible assessment practices for culturally and linguistically diverse student, students with developmental delays,</p>	<p>Demonstrates understanding of <u>some</u> of the characteristics.</p>	<p>Demonstrates <u>few</u> understanding of the characteristics.</p>	<p><u>Does not demonstrate</u> understanding of the characteristics at all.</p>

<p>developmental delays, disabilities, or other special characteristics. NAEYC 3c; CEC 4.2</p> <p><input type="checkbox"/> N/A</p>	<p>disabilities, or other special characteristics.</p>			
<p>7. Demonstrates knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children. NAEYC 3c</p> <p><input type="checkbox"/> N/A</p>	<p>Demonstrates knowledge of <u>most</u> legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.</p>	<p>Demonstrate <u>some</u> knowledge of the issues regarding assessment.</p>	<p>Demonstrate <u>little</u> knowledge of the issues regarding assessment.</p>	<p><u>Does not</u> demonstrate knowledge of the issues regarding assessment at all.</p>
<p>Midterm Comments Addressing Category VI</p>				
<p>Final Comments Addressing Category VI</p>				

CATEGORY VII: PROFESSIONALISM AND ETHICAL PRACTICE*				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
<p>1. Identifies and involves oneself with the early childhood field. NAEYC 6a</p> <p><input type="checkbox"/> N/A</p>	<p><u>Proudly identifies and fully involves oneself</u> with the early childhood field.</p>	<p><u>Generally identifies and involves.</u></p>	<p><u>Somewhat identifies and involves.</u></p>	<p><u>Does not identify or involve.</u></p>
<p>2. Knows about and upholds ethical standards and other early childhood professional guidelines. NAEYC 6b; CEC 6.1</p> <p><input type="checkbox"/> N/A</p>	<p><u>Confidently knows about and upholds ethical standards and other early childhood professional guidelines.</u></p>	<p><u>Generally knows and upholds.</u></p>	<p><u>Somehow knows and upholds.</u></p>	<p><u>Does not know or uphold.</u></p>
<p>3. Engages in continuous, collaborative learning to inform practice. NAEYC 6c; CEC 6.4</p> <p><input type="checkbox"/> N/A</p>	<p>Evidence exists that the intern consistently engages in continuous, collaborative learning to inform practices (e.g., often discussion with the CP, various reading, etc.).</p>	<p><u>Some evidence of this exists.</u></p>	<p><u>Little evidence of this exists.</u></p>	<p><u>Does not engage in collaborative learning to inform practice at all.</u></p>

<p>4. Uses technology effectively with students, with peers, and as a professional resource. NAEYC 6c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> uses technology effectively with students, with peers, and as a professional resource.</p>	<p><u>Often</u> uses technology effectively.</p>	<p><u>Sometimes</u> uses technology <u>effectively</u>.</p>	<p>Sometimes uses technology but <u>not effectively</u>.</p>
<p>5. Integrates knowledgeable, reflective, and critical perspectives on early education. NAEYC 6d; CEC 6.2</p> <p><input type="checkbox"/> N/A</p>	<p><u>Consistently</u> integrates knowledgeable, reflective, and critical perspectives on early education.</p>	<p><u>Sometimes</u> integrates the perspectives on education.</p>	<p><u>Attempts to integrate</u> the perspectives on education.</p>	<p><u>Does not attempt to integrate</u> the perspectives on education.</p>
<p>6. Engages in informed advocacy for students and the early childhood education profession. NAEYC 6e; CEC 6.5</p> <p><input type="checkbox"/> N/A</p>	<p><u>Often</u> engages in informed advocacy for students and the early childhood education profession (e.g., critiques about newspaper articles, discussion on policies and regulations, etc.).</p>	<p><u>Sometimes</u> engages in the advocacy for the students and profession.</p>	<p><u>Rarely</u> engages in the advocacy for the students and profession.</p>	<p><u>Does not engage</u> in the advocacy for the students and profession at all.</p>

Midterm Comments Addressing Category VII				
Final Comments Addressing Category VII				
CATEGORY VIII: COLLABORATION AND COMMUNICATION*				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
1. Knows about and understands diverse family and community characteristics. NAEYC 2a <input type="checkbox"/> N/A	Has a <u>sophisticated understanding</u> of the diverse family and community characteristics of the placement.	Has <u>some</u> understanding of the family and community characteristics of the placement.	<u>Attempts to</u> learn about diverse family and community characteristics of the placement.	<u>Does not attempt</u> to learn.
2. Supports and engages families and communities through respectful, reciprocal relationships. NAEYC 2b <input type="checkbox"/> N/A	<u>Almost always</u> supports and engages families and communities through respectful, reciprocal relationships when opportunities are given (e.g., help PTA events,	<u>Sometimes</u> supports and engages families and communities.	<u>Attempts to</u> support and engage.	<u>Does not</u> support or engage.

	support parent conferences, etc.).			
<p>3. Involves families and communities in students' development and learning. NAEYC 2c</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> involves families and communities in students' development and learning when opportunities are given (e.g., utilized family/community resources in lessons, etc.).</p>	<p><u>Sometimes</u> involves families and communities.</p>	<p><u>Attempts to</u> involve families and communities.</p>	<p><u>Does not</u> involve families and communities.</p>
<p>4. Engages in team-building, problem-solving, and/or conflict resolution to resolve concerns. NAEYC 2b</p> <p><input type="checkbox"/> N/A</p>	<p><u>Almost always</u> engages in team-building, problem-solving, and/or conflict resolution to resolve concerns when opportunities are given.</p>	<p><u>Sometimes</u> engages in.</p>	<p><u>Recognizes</u> the importance of team-building, problem-solving, and conflict resolution.</p>	<p><u>Does not realize</u> the importance.</p>
<p>5. Applies models of consultation and team process to enhance education and services for children and</p>	<p><u>Often attempts to apply</u> models of consultation and team process to enhance education and services for children and families (e.g., suggests new lesson ideas</p>	<p><u>Sometimes</u> attempts to apply models of consultation and team process.</p>	<p><u>Recognizes the importance of</u> the team process.</p>	<p><u>Does not realize the importance</u> of the team process.</p>

families. NAEYC 2c <input type="checkbox"/> N/A	to CP, etc.).			
Midterm Comments Addressing Category VIII				
Final Comments Addressing Category VIII				
CATEGORY IX: PROFESSIONAL CHARACTERISTICS AND DISPOSITION*				
	PROFICIENT	SATISFACTORY	EMERGING	UNSATISFACTORY
1. Oral communication skills <input type="checkbox"/> N/A	Expresses self very well; communicates ideas very well; is adept in using voice effectively	Expresses self regularly; uses Standard English grammar; uses voice effectively	Expresses self but not regularly; makes some errors; or does not consistently use voice effectively	Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively
2. Written communication skills <input type="checkbox"/> N/A	Writing is error-free and is very clear, organized and highly developed	Writing includes very few minor errors; clear, well-organized, well-developed	Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed	Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well-developed

3. Attendance and punctuality <input type="checkbox"/> N/A	Perfect attendance	Rarely absent or tardy	Frequently absent, tardy, or leaves early	Unacceptable absenteeism or tardiness
4. Work habits/ Commitment to excellence <input type="checkbox"/> N/A	Work and performance consistently demonstrates commitment to candidate's own high standards for professional work	Work and performance indicates significant effort and care	Work or performance meets minimal requirements or expectations	Work or performance does not meet minimal requirements or expectations
5. Quality of work <input type="checkbox"/> N/A	Reaches beyond the minimum, and turns in excellent work	Submits work that meets minimum requirements	Often submits work that is of poor quality or incomplete; does not consistently use resources, help, or suggestions to develop or improve work	Consistently hands in work that is of poor quality or incomplete; does not make use of available resources, help, or suggestions to develop or improve work
6. Professional dress <input type="checkbox"/> N/A	Consistently dresses professionally	Usually dresses professionally	Sometimes dresses appropriately	Consistently dresses inappropriately
7. Quality of interactions and participation	Contributes to classroom and school activity, often as a leader; highly engaged	Contributes to classroom activity and is appropriately engaged	Sometimes uninvolved or disruptive or off-task; minimally contributes to	Consistently apathetic or indifferent; disruptive or off-task; does not contribute to

<input type="checkbox"/> N/A	with students and colleagues; comes well-prepared	with students and colleagues; comes prepared	classroom activities or is sometimes not engaged with students and colleagues; not well-prepared	classroom activities or is not appropriately engaged with students and colleagues; unprepared
8. Critical thinking skills <input type="checkbox"/> N/A	Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead	Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded	Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner	Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
9. Collegiality <input type="checkbox"/> N/A	Strong contributor to group/team efforts	Responsibly engages in group/team efforts	Sometimes demonstrates collaborative skills	Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)

<p>10. Respect for others</p> <p><input type="checkbox"/> N/A</p>	<p>Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations</p>	<p>Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions</p>	<p>On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self control in interactions</p>	<p>Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions</p>
<p>11. Initiative</p> <p><input type="checkbox"/> N/A</p>	<p>Creative, resourceful and self directed</p>	<p>Demonstrates self-initiative and independence</p>	<p>Needs supervision to implement ideas</p>	<p>Passive, depends on others</p>
<p>12. Attitude toward learners</p> <p><input type="checkbox"/> N/A</p>	<p>Effectively develops professional /personal connections with students which contribute to student development; acts on a strong belief that all students can learn; uses many strategies that effectively motivate students</p>	<p>Develops rapport with students; demonstrates an attitude that all students can learn; demonstrates knowledge and skills in motivating students</p>	<p>Makes minimal efforts to establish rapport with students; does not always demonstrate an attitude that all students can learn; makes minimal effort to motivate students</p>	<p>Lacks interest in or is negative toward students; does not demonstrate an attitude that all students can learn; does not view own responsibility in motivating students; lacks knowledge and skills in establishing rapport motivating students</p>

<p>13. Response to constructive feedback</p> <p><input type="checkbox"/> N/A</p>	<p>Receptive; subsequent performances consistently show productive changes</p>	<p>Receptive; subsequent performances show some productive changes</p>	<p>Defensive and/or non-responsive; subsequent performances or behaviors show some changes</p>	<p>Defensive / non-responsive and does not make changes to subsequent performances or behaviors</p>
<p>14. Ability to handle stress and to manage workload</p> <p><input type="checkbox"/> N/A</p>	<p>Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with teaching very well</p>	<p>Handles stress in productive manner; manages the demands/workload associated with teaching</p>	<p>Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload of teaching.</p>	<p>Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with teaching.; often sick, tired, or lacks stamina</p>
<p>15. Commitment to diversity and equity</p> <p><input type="checkbox"/> N/A</p>	<p>Consistently demonstrates a commitment to understanding diversity; teaches or plans to teach from multiple perspectives</p>	<p>Demonstrates emerging commitment to learning more about diversity and teaching from multiple perspectives</p>	<p>Demonstrates awareness of diversity issues and of multiple perspectives</p>	<p>Ethnocentric; considers only personal perspective</p>
<p>Midterm Comments Addressing Category IX</p>				

Final Comments Addressing Category IX	
Additional Overall Comments for Final Evaluation	