# Early Childhood Education Student Teaching Evaluation Spring 2014

## CCT Domain 1: Content and Essential Skills

1. **YOUR NAME***
   
2. **Student Teacher Candidate's ID Number***
   
3. **YOUR POSITION***
   
4. **Student Teacher Candidate's Name***
   
5. **Program***
   
6. If you wish to receive a copy of this survey, please enter your email address.
   
   **NOTE:** In order to receive credit for student teaching, candidates must NOT have a rating of (1) Not Proficient and must have at least 10 competencies in the (3) Proficient or (4) Highly Proficient range.

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## CCT Domain 2: Classroom Environment, Student Engagement and
### Commitment to Learning

Please choose the appropriate checkbox to rate the teacher candidate performance on each competency.

7. **Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for all children, including those of diverse backgrounds, interests and performance levels.**

*NAEYC: 1c
PTC: 1A, 1B
DIV: 5.1*

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
<th>Developing Proficiency (2)</th>
<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Exhibits little warmth in interactions with children; is unresponsive to children's accomplishments and initiatives; demonstrates a lack of respect for children and their efforts and activities.</td>
<td>- Shows warmth in interactions with children; is periodically responsive and sensitive to children's needs; occasionally engages in disrespectful behaviors in the presence of children.</td>
<td>- Shows warmth and responsiveness in interactions; shows sensitivity to the needs of all children.</td>
<td>- Actively encourages children to make choices, pursue their own play interests, and regulate their own behaviors and learning.</td>
</tr>
<tr>
<td>- Shows generally low expectations for students; often conveys less positive judgments about children based on poverty, background, disability, or racial, cultural or language rather than development knowledge regarding differences.</td>
<td>- Expresses expectations for children's learning and behavior that are not always positive; shows occasionally lowered expectations for children of different backgrounds or with disabilities rather than using developmental knowledge.</td>
<td>- Expresses generally positive expectations for children's learning and behavior regardless of poverty, background, disability, or racial, cultural or language differences.</td>
<td>- Students are regularly involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries.</td>
</tr>
<tr>
<td>- Rarely or never shows consideration for student and skill levels when selecting content and creating learning opportunities.</td>
<td>- Only occasionally considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities; some planning reflects a lack of understanding of individual and cultural needs.</td>
<td>- Often considers content and learning opportunities that build upon students' diverse backgrounds, interests and skill levels using developmental knowledge.</td>
<td>- Students monitor or evaluate their own learning process and accomplishments.</td>
</tr>
</tbody>
</table>

* Students are regularly encouraged to support one another’s learning and problem solving; peers are able to co-construct knowledge.
8. **2.2 Using a broad repertoire of developmentally appropriate teaching and learning approaches to promote engagement in and shared responsibility for the learning process, including encouraging opportunities for students to initiate their own questions and inquiry.**

*NAEYC 4c  
PTC: 1A, 1B  
DIV: 5.1*

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
</table>
| - Overly directs most activities, so that children have few opportunities to develop independence; completes tasks and answers questions for children, without encouraging them to do so. Does not use a broad range of developmentally appropriate teaching strategies.  
- Some students are consistently not engaged in learning activities and the candidate makes a few attempts to re-engage students or facilitate support peers.  
- Activities are designed to answer the candidates' questions or carry out pre-planned tasks; little opportunity is given for child question-asking and choice. | - Few opportunities are provided for children to make decisions, solve problems, and answer their own questions.  
- Efforts to encourage children to take responsibility, make decisions, or behave independently are limited to assignment of classroom duties.  
- Primarily evaluates accomplishments or learning for children, rather than encouraging self-reflection and assessment.  
- Rarely invites children to help one another solve problems or complete tasks. | - Provides strategies and opportunities to encourage children to make choices, pursue their own play interests, and solve their own problems.  
- Occasional opportunities for children to engage in classroom decision-making and to ask and answer their own questions are provided.  
- Periodic strategies are implemented to help children set and evaluate their own learning or behavior.  
- Occasionnally facilitates peer collaboration and support in learning and play. | - Actively encourages children to make choices, pursue their own play interests, and regulate their own behaviors and learning.  
- Students are regularly involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries.  
- Students monitor or evaluate their own learning process and accomplishments.  
- Students are regularly encouraged to support one another's learning and problem solving; peers are able to construct knowledge. |

**Not Proficient (1)**

1. Overly directs most activities, so that children have few opportunities to develop independence; completes tasks and answers questions for children, without encouraging them to do so. Does not use a broad range of developmentally appropriate teaching strategies.
2. Some students are consistently not engaged in learning activities and the candidate makes a few attempts to re-engage students or facilitate support peers.
3. Activities are designed to answer the candidates' questions or carry out pre-planned tasks; little opportunity is given for child question-asking and choice.

**Developing Proficiency (2)**

1. Few opportunities are provided for children to make decisions, solve problems, and answer their own questions.
2. Efforts to encourage children to take responsibility, make decisions, or behave independently are limited to assignment of classroom duties.
4. Rarely invites children to help one another solve problems or complete tasks.

**Proficient (3)**

1. Provides strategies and opportunities to encourage children to make choices, pursue their own play interests, and solve their own problems.
2. Occasional opportunities for children to engage in classroom decision-making and to ask and answer their own questions are provided.
3. Periodic strategies are implemented to help children set and evaluate their own learning or behavior.
4. Occasionally facilitates peer collaboration and support in learning and play.

**Highly Proficient (4)**

1. Actively encourages children to make choices, pursue their own play interests, and regulate their own behaviors and learning.
2. Students are regularly involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries.
3. Students monitor or evaluate their own learning process and accomplishments.
4. Students are regularly encouraged to support one another's learning and problem solving; peers are able to construct knowledge.
Using a broad repertoire of developmentally appropriate teaching and learning approaches to teach social skills, develop students' social competence and responsible and ethical behavior, using a continuum of proactive strategies that may be individualized to student needs.

OR

Scaffolding play and learning using a broad range of strategies, so that children actively and autonomously construct knowledge, with differentiation across developmental levels.

NAEYC: 4c
PTC: 3B, 3C
PDK: 2.1, 2.2
CEC: 4, 5

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>- Either overly-directs children’s problem-solving, play, and learning or does not interact at all to support learning.</td>
<td>- Exhibits some scaffolding strategies that provide just the right amount of support to guide independent learning and problem solving.</td>
<td>- Exhibits many scaffolding interactions that are primarily in the Zone of Proximal Development—situations in which indirect guidance leads to independent learning; most teacher interactions match the current thinking and needs of the child.</td>
<td>- Regularly exhibits extraordinary scaffolding strategies within the Zone of Proximal Development, including questions, hints, modeling, and facilitating interactions with peers; Implement interactions that nearly always match the current needs and thinking of the child.</td>
</tr>
</tbody>
</table>

Using a broad repertoire of developmentally appropriate approaches to foster standards of behavior that support a productive learning environment for all students.

and/or

Understanding positive relationships to employ responsive and intentional practices to foster appropriate
standards of behavior and support a productive learning environment for all students.

NAEYC 4a  
PTC: 3A, 3B, 3D  
PDK: 2.1, 2.2; DIV: 5.1  
CEC: 4, 5

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Limited or inconsistent communication of rules and expectations for behavior.</td>
<td>- Shows an overreliance on praise or another single strategy to maintain classroom climate; uses the same strategies over and over in response to diverse classroom conflicts or behavioral challenges.</td>
<td>- Effectively utilizes several strategies to guide positive behaviors. - Generally demonstrates an ability to maintain a positive classroom climate that is conducive to play and learning.</td>
<td>- Utilizes a broad repertoire of strategies to guide positive behaviors, including redirection, rule-constructing, de-escalating intense emotions, and resolving conflicts.</td>
</tr>
<tr>
<td>- Student behavior interferes with instruction or others’ opportunity to learn.</td>
<td>- Shows difficult maintaining a positive classroom environment; disruptions, conflicts, and testing of rules are frequent. - Selects and enforces rules externally; does not include children in creating rules.</td>
<td>- Occasionally engages children in reflection on rules and their purposes; primarily imposes rules externally.</td>
<td>- Maintains a clear and reasonable set of classroom rules and a classroom climate conducive of learning and social interaction.</td>
</tr>
<tr>
<td>- Student behavior interferes with the emotional or physical safety of others.</td>
<td></td>
<td></td>
<td>- Involves students in identifying, reflecting on, and monitoring rules for keeping the classroom safe and positive.</td>
</tr>
<tr>
<td>Consequences may be inappropriate and/or inconsistently applied.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. **2.5. Using a broad repertoire of approaches to manage routines and transitions and maximize time spent on learning.**

NAEYC 4c  
PTC: 3D  
PDK: 2.2
### Early Childhood Education Student Teaching Evaluation Spring 2014

#### CCT Domain 3: Planning for Active Learning

Please choose the appropriate checkbox to rate the teacher candidate performance on each competency.

**13. Understanding and applying content knowledge and resources in academic disciplines to promote student conceptual understanding, determine students’ prior knowledge, ensure that content instruction**

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Instructional time is lost due to the lack of established routines.</td>
<td>-Manages established routines and transitions to maximize student learning time and promote student independence.</td>
<td>-Manages established routines and transitions to increase learning time but some students may require some assistance from the teacher.</td>
<td>-Uses a range of strategies to manage established routines and transitions, to maximize student learning time and promote student independence.</td>
</tr>
<tr>
<td>-Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions.</td>
<td>-Routines have been established but may not be efficient</td>
<td>-Materials are organized and available and students know how to access them with minimal direction from the teacher.</td>
<td></td>
</tr>
<tr>
<td>-All necessary instructional materials are not readily available.</td>
<td>-Instructional arrangements are planned but some instructional time is lost because the teacher continually redirects students through transitions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Please enter any additional data here. Please note this is REQUIRED for any ratings of NOT PROFICIENT.
is at an appropriate level of challenge and differentiated to meet their learning needs.

Demonstrating an ability to plan lessons and play activities based on clear content and appropriate early learning performance standards and students’ prior knowledge; showing competence in planning for differentiated instruction. [It also includes 1.2 and 3.3]

**NAEYC 5a**

**CNK:** 1.
**PDK:** 2.1, 2.1, 2.3
**INT:** 3.1, 3.2

<table>
<thead>
<tr>
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<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Creates plans that are poorly developed, organized, and written; they lack coherence and an interconnectedness between outcomes, standards, procedures, and assessments.</td>
<td>- Writes plans that are less clear; standards, outcomes, procedures, and assessments are not always interrelated; plans for differentiation are limited and/or repetitive across all plans.</td>
<td>- Writes clear plans that include all elements prescribed in the SDE student teaching lesson plan format; thoughtful plans for differentiating instruction are included.</td>
<td>- Writes clear, comprehensive plans for lessons and play experiences; includes well-articulated outcomes, procedures for teaching, and plans for differentiating instruction, so that all children are appropriately challenged (and supported).</td>
</tr>
<tr>
<td>- Does not demonstrate discipline-specific knowledge and skills; includes little content in plans or presents inaccurate or knowledge unrelated to standards.</td>
<td>- Demonstrates limited discipline-specific knowledge and skills in planning; content of activities is sometimes inaccurate or unrelated to important standards.</td>
<td>- Demonstrates discipline-specific knowledge and skills by addressing some content knowledge within most plans.</td>
<td>- Plans lessons and play activities that address critical content in a powerful way; demonstrates in-depth discipline-specific knowledge and skills to promote student conceptual understanding.</td>
</tr>
<tr>
<td>- Does not obviously consider the needs of individual children or their prior knowledge in planning.</td>
<td>- Uses general impressions of children’s development and prior knowledge in planning, but rarely relies on assessment data or observation</td>
<td>- Considers some assessment data or observations of children in most planning.</td>
<td>- Uses multiple sources of assessment data and careful observation in an effective way to guide planning.</td>
</tr>
</tbody>
</table>

14. **3.2.** Knowing and using the central concepts, inquiry tools and structures of content areas or academic
disciplines to develop and organize coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests, and engage students in the work of the discipline.

NAEYC 5a

PTC: 2G:
PDK: 2.1, 2.2, 2.3
INT: 3.1, 3.2

<table>
<thead>
<tr>
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<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Develops discrete lessons and activities related to specific skills in the curriculum.</td>
<td>-Develops a sequence of lessons and activities that are based on curriculum and build upon students’ prior knowledge, skills and interests.</td>
<td>-Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by:</td>
<td>-Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by:</td>
</tr>
<tr>
<td>-Students’ prior knowledge, skills and interests are ignored.</td>
<td></td>
<td>-Using strategic questions for discourse or inquiry based learning;</td>
<td>-using strategic questions for discourse or inquiry-based learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Anticipating and teaching to content misconceptions; making real world, career, or global connections with the content; or making interdisciplinary connections.</td>
<td>-anticipating and teaching to content misconceptions; -making real world, career, or global connections with the content; or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-making interdisciplinary connections.</td>
</tr>
</tbody>
</table>

15. 3.4. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches to monitor ongoing student progress.

Selecting appropriate assessment strategies to monitor ongoing student progress and promote positive
outcomes for each child, including the use of assistive technology for students with disabilities

NAEYC 3b

PTC: 4C
PDK: 2.4;
INT: 3.2

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>-Does not articulate clear strategies for assessment in planning.</td>
<td>-Includes general plans for assessing outcomes in planning.</td>
<td>-Includes specific plans for observing and recording outcomes in planning.</td>
<td>-Plans assessment strategies that are clearly aligned to the outcomes or objectives of lessons or activities.</td>
</tr>
<tr>
<td>-Does not plan steps to engage children in reflection on their own accomplishments or learning.</td>
<td>-Includes few strategies in planning for engaging children in self-evaluation or reflection.</td>
<td>-Plans for some self-evaluation or reflection by children on their own accomplishments and learning.</td>
<td>-Demonstrates the use of a variety of assessments, including anecdotal records, observation rubrics, and work and play sampling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Includes specific plans for observing and recording outcomes in planning.</td>
<td>-Employs formal methods to engage children in documentation of their learning and to guide them in self-assessment.</td>
</tr>
</tbody>
</table>

16. **3.7. Using positive relationships and supportive interactions to implement academic/behavioral interventions and strategies, and differentiated, supplemental specialized instruction for students who do not respond to primary instruction alone.**

Designing or selecting academic/behavioral interventions [and strategies] through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone [individually or in groups]. [It also includes 3.5]

NAEYC 4a

PTC 1A, 2C, 3A
PDK: 2.2, 2.3;
### DIV; 5.1

<table>
<thead>
<tr>
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<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Identifies academic or behavioral concerns without a defined plan of intervention.</td>
<td>-Prepares to address targeted academic or behavioral concerns.</td>
<td>-Selects or designs supplemental or specialized instructional or behavioral interventions.</td>
<td>-Selects or designs supplemental or specialized instructional or behavioral interventions and strategies to meet students’ diverse needs.</td>
</tr>
<tr>
<td></td>
<td>-Plans to document anticipated responses to strategy/use of materials.</td>
<td>-Discusses data with colleagues to inform planning for interventions.</td>
<td>-Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions.</td>
</tr>
</tbody>
</table>

### Understanding content knowledge and resources in academic disciplines, including strategies for teaching and supporting content area literacy skills and numeracy skills.

17. **3.9** Understanding content knowledge and resources in academic disciplines, including strategies for teaching and supporting content area literacy skills and numeracy skills. **[across the curriculum].** [It also includes 1.1, 1.5, & 1.6]

**L – Literacy**

**N - Numeracy**

*NAEYC 5a*

L - Literacy  
N - Numeracy  
PTC: 2B  
CNK: 1.1  
PDK: 2.1, 2.2;  
INT: 3.1, 3.2

<table>
<thead>
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<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Limited planning for teaching content area literacy or numeracy skills.</td>
<td>-(L) Plans to include use of strategies and materials that focus on either:</td>
<td>-(L) Plans to include use of some strategies and materials (including multimodal, multimedia)</td>
<td>-(L) Plans to include use of a variety of strategies, materials and resources to build students’ ability to interpret,</td>
</tr>
<tr>
<td></td>
<td>- literal comprehension of</td>
<td></td>
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</tr>
</tbody>
</table>

*
- Process and structure of writing/communicating ideas.
- Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area.
- Plans to include use of some strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students’ ability to represent, interpret and analyze data and/or to solve mathematical problems.
- Plans to include use of resources to support students’ understanding of concepts and application of learning to help them make connections within and among content areas and help them understand the importance of literacy and numeracy in the world around them.

| 1 | 2 | 3 | 4 |

18. Please enter any additional data here. This is REQUIRED for any ratings of NOT PROFICIENT.
19. **4.1 Using a broad repertoire of developmentally appropriate teaching/learning approaches that are evidence-based and enable students to apply and construct new learning.**

Knowing and using content knowledge in instruction and implementing a variety of evidence-based instructional strategies and inquiry tools to engage and enable students to apply and construct new learning.

*NAEYC 4c*

*PTC: 2A*

*PDK: 2.2, 2.4*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>- Teaches content with limited consideration of student learning needs or state and national learning standards.</td>
<td>- Teaches some content that is based on children’s prior knowledge or state and national learning standards.</td>
<td>- Teaches content that is scientifically, historically, and factually accurate and that helps them acquire new concepts.</td>
<td>- Teaches accurate content that is highly engaging and relevant to their lives, and that broadens children’s understandings of the world.</td>
</tr>
<tr>
<td>- Engages students primarily in learning lower level skills and knowledge.</td>
<td>- Engages students primarily in learning lower level skills and knowledge.</td>
<td>- Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to construct new knowledge.</td>
<td>- Engages children in constructing and applying new knowledge; promotes autonomy in thinking and learning in nearly every instructional experience.</td>
</tr>
<tr>
<td>- Rarely challenges students to apply or construct their own knowledge.</td>
<td>- Addresses content that does not stretch children’s thinking or lead them to new understandings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Only occasionally uses methods that prompt children to construct their own knowledge.</td>
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</tbody>
</table>

*20. **4.2 Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology and digital resources in a professional and ethical manner.**

*NAEYC 4b*

*TTT: 4.1*
<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>-Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc.)</td>
<td>-Promotes use of technological or digital resources to help students access, organize and present information.</td>
<td>-Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to demonstrate and apply learning.</td>
<td>-Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities.</td>
</tr>
<tr>
<td></td>
<td>-Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats.</td>
<td></td>
<td>-Requires evidence that students are critical consumers of information accessed through a variety of media formats.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Monitoring provides ongoing support to help students analyze, interpret and communicate information to demonstrate and apply learning.</td>
</tr>
</tbody>
</table>

*  

1  

2  

3  

4  

21. **4.3 Using a broad repertoire of developmentally appropriate teaching/learning approaches that lead students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.**

*NAEYC 4c*  

*PTC: 1B, 2G*  

*PDK: 2.1, 2.3*  

*CEC: 4, 5*
-Rarely asks questions or uses questions and activities that focus only on recall and comprehension of information.

-Discussions are generally teacher directed and beginning to focus on more open ended questions.

-Engages students in active learning activities such as discourse or inquiry-based learning activities with teacher guidance.

-Consistently facilitates students’ engagement in active learning strategies such as discourse or inquiry-based learning leading to student independence

**22. 4.4 Using positive relationships and supportive interactions to promote independence and interdependence of learners with the gradual release of responsibility to students.**

**Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.**

*NAEYC 4c*

*PDK: 2.1*

<table>
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<tbody>
<tr>
<td>-Primarily directs students through learning activities.</td>
<td>-Provides opportunities for questioning/clarification of content and to discuss concepts presented.</td>
<td>-Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented.</td>
<td>-Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning.</td>
</tr>
<tr>
<td>-Teacher takes responsibility for instructional and non-instructional tasks.</td>
<td>-Provides opportunities for students to take responsibility for non-instructional tasks.</td>
<td>-Provides opportunities for students to take responsibility for some learning activities</td>
<td>-Provides opportunities for students to develop and facilitate individual and collaborative learning activities.</td>
</tr>
</tbody>
</table>
23. **4.5 Using a broad repertoire of developmentally appropriate teaching/learning approaches, including differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.**

Using early learning standards and other resources to design differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.

*Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three.*

**NAEYC 4c**  
**PTC: 2A, 2F**  
**PDK: 2.3;**  
**DIV: 5.1**  
**CEC: 4, 5, 6, 8**

<table>
<thead>
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<tbody>
<tr>
<td>Differentiation is limited to providing emotional support in play or providing more time and/or lowering expectations for performance in whole group experiences.</td>
<td>Provides support for learning, self-regulation, attention, and persistence at tasks, as well as emotional support and instruction based on students’ general learning needs. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching.</td>
<td>Provides instruction based on students’ general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, graded challenges in play materials and learning activities, and/or modified content/materials.</td>
<td>Provides instruction based on students’ individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, graded challenges in play materials and learning activities, and/or modified content/materials. Modifications address students’ interests, motivation and readiness.</td>
</tr>
<tr>
<td>Supplemental intervention for students who need academic or behavioral support is provided solely by others.</td>
<td>Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner.</td>
<td>Routinely provides supplemental intervention, based upon data related to student learning needs for academic or behavioral supports.</td>
<td>Routinely provides supplemental intervention, based upon data related to student learning needs for academic or behavioral supports. Intervention is revised, based upon student response.</td>
</tr>
</tbody>
</table>
24. **4.6 Reflecting on own practice to promote positive outcomes for each child, including monitoring student learning and adjusting teaching in response to student performance and engagement in learning tasks.**

**Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks using developmentally appropriate goals, curriculum and teaching strategies for your children.**

*NAEYC 3a*
*PTC:2D*
*PDK: 2.4;*
*DIV:5.1*
*CEC: 4, 5, 6, 8*

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
<th>Developing Proficiency (2)</th>
<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Infrequent monitoring focuses only on task completion and/or student engagement (not student thinking, learning, social interaction, or other developmental outcomes).</td>
<td>-Monitoring focuses on engagement and task completions as well as some general thinking, learning, social interaction, or other developmental outcomes.</td>
<td>-Monitoring focuses on observations or other data related to general thinking, learning, social interaction, or other developmental outcomes.</td>
<td>-Monitoring focuses on observations or data related to specific goals or benchmarks in thinking, learning, social interaction, or other developmental outcomes.</td>
</tr>
<tr>
<td>-Few adjustments are made in teaching interactions to redirect or engage students</td>
<td>-Some adjustments are made in teaching interactions to redirect or engage students.</td>
<td>-Adjustments include some interactions to address struggles or misconceptions in thinking and learning.</td>
<td>-Adjustments include interactions to address struggles or misconceptions in thinking and learning and timely decisions about on-the-spot differentiation of teaching for individuals and small and whole groups.</td>
</tr>
</tbody>
</table>

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25. **4.7 Engaging in positive relationships and supportive interactions and providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.**

**Providing authentic, meaningful, appropriate, and specific feedback to students during instruction to improve their performance using a broad range of strategies.**

*NAEYC 4a, 4c*
<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
<th>Developing Proficiency (2)</th>
<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Responds to students’ accomplishments or learning in general, inconsistent, and less encouraging ways</td>
<td>- Responds to students accomplishments or learning in ways that are consistent and encouraging, but often general.</td>
<td>- Responds to students accomplishments or learning in ways that are consistent, specific, authentic, and encouraging.</td>
<td>- Responds to students accomplishments or learning in ways that are consistent, specific, and encouraging, and that extend and challenge children’s thinking, learning, and play activities</td>
</tr>
</tbody>
</table>

26. Please enter any additional data here. This is REQUIRED for any ratings of NOT PROFICIENT.

Early Childhood Education Student Teaching Evaluation Spring 2014

CCT Domain 5: Assessment for Learning

27. 5.1 & 5.2 Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children, including using and designing formative and summative assessments that align with the learning objectives and value the diversity of ways in which students learn.

Understanding the goals, purposes and benefits of different types of assessment and using and/or...
designing assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn.

NAEYC 3a
PTC: 4A, 4B, 4C
PDK: 2.4;
CEC: 8

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
<th>Developing Proficiency (2)</th>
<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shows no understanding of alternative types of assessment and their purposes.</td>
<td>- Shows an understanding of the purposes and procedures for writing anecdotal records and at least one other type of assessment.</td>
<td>- Demonstrates a clear understanding of many different purposes and types of assessment.</td>
<td>- Demonstrates an in-depth understanding of the different purposes and types of assessment and uses assessment data to modify teaching or plan future experiences.</td>
</tr>
<tr>
<td>- Assessments do not allow children to demonstrate learning and development in different ways.</td>
<td>- Some assessments allow children to demonstrate learning and development in more than one way.</td>
<td>- Assessments provide different ways for students to demonstrate their learning.</td>
<td>- Assessments are always designed to provide students with a variety of alternative ways to demonstrate their learning.</td>
</tr>
</tbody>
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28. **5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement and using that data in the development of appropriate goals, curriculum, and teaching strategies.**

NAEYC 3a
PDK: 2.4;

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
<th>Developing Proficiency (2)</th>
<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assessments primarily measure recall of information.</td>
<td>- Assessments measure knowledge and skills.</td>
<td>- Assessments measure knowledge, skills and some concepts.</td>
<td>- Assessments continually measure knowledge, skills and critical concepts in the content</td>
</tr>
</tbody>
</table>
- Provides data on student growth, which is limited to summative assessment grades and task completion, without analysis about how to help improve student learning or behavior.

- Provides written data on student growth, which includes general information and inferences about student achievement or struggles with course curriculum standards.

- Compiles data on student growth, based on multiple measures, which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational or behavioral skills.

- Identifies general instructional needs for additional focus, support or enrichment.

- Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students.

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
<th>Developing Proficiency (2)</th>
<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Meets with colleagues and families to review</td>
<td>-Meets with colleagues and partners with families to</td>
<td>-Collaborates with colleagues and partners</td>
<td>-Pro-actively communicates student assessment data with</td>
</tr>
</tbody>
</table>

29. **5.4 Collaborating with colleagues and forming assessment partnerships with families to review and interpret assessment data to monitor and adjust instruction to ensure students' progress, and to create effective learning environments.**

*NAEYC 3d  
PTC: 4D, 4E  
PDK: 2.4; PRF: 6.1*
assessment data but does not use information to inform instruction. review and interpret assessment data and uses data to plan instruction. with families to review and interpret assessment data in order to plan and adjust instruction and assessments to meet the needs of individuals and/or small groups.

With families and/or colleagues and partners with families; collaborates to improve grade level or departmental instructional or assessment strategies to meet school-wide as well as individual students’ needs.

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30. **Knowing about and using observation, documentation, and other appropriate assessment tools and approaches to engage students’ self-assessment and to guide their autonomy in learning.**

*NAEYC 3b  
PCT: 2E, 4b  
PDK: 2.4;*  

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
<th>Developing Proficiency (2)</th>
<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assessment criteria are not clear and/or are communicated after the assessment. - Feedback is generally provided as numerical or letter grades.</td>
<td>- Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. - Feedback includes numerical or letter grades and some general comments about students’ weaknesses.</td>
<td>- Criteria are clearly communicated to students prior to an assignment or assessment and include rubrics or exemplars of student work. - Teacher assists students in assessing their own work and/or the work of their peers. - Feedback, in writing or orally, describes strengths and weaknesses in the student performance.</td>
<td>- Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing the evaluation criteria or their own goals for achievement/progress. - Students evaluate their own work or the work of their peers. - Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes...</td>
</tr>
</tbody>
</table>
31. **Involving families and communities in young children’s development and learning by communicating academic and behavioral performance expectations and assessment results with students, their families, and other educators.**

*NAEYC 2c  
PTC: 3B, 4D  
PDK: 2.4;  
PRF: 6.1*

<table>
<thead>
<tr>
<th><strong>Not Proficient (1)</strong></th>
<th><strong>Developing Proficiency (2)</strong></th>
<th><strong>Proficient (3)</strong></th>
<th><strong>Highly Proficient (4)</strong></th>
</tr>
</thead>
</table>
| -Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage. | -Communicates expectations and results with students and families through grades, report cards and mandated parent/teacher conferences and when a student is experiencing difficulty with academics or behavior.  
-Occasionally consults other educators for possible strategies when the teacher’s academic or behavioral interventions for students are not successful. | -Regularly communicates expectations and performance results with students, families and/or other educators.  
-Proactively enlists the support of other educators and/or families to address specific academic or behavioral performance needs. | -Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in-depth information.  
-Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develop performance expectations. |

*
32. **5.8 Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities, and the use of health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities.**

*NAEYC 3c*  
*PTC: 4C*  
*PDK: 2.4*  
*DIV: 5.1*

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use of academic, behavioral or health data is not considered on a regular or over time to develop intervention for students who exhibit academic or behavioral needs, interventions, including differentiated instruction. - If applicable, has limited participation in the development of individualized educational programs.</td>
<td>- Uses data from limited sources to develop intervention strategies. - If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.</td>
<td>- Uses multiple sources of data to collaborate with grade level or content colleagues in the development of interventions to monitor progress. - If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.</td>
<td>- Uses multiple sources of data and seeks support from specialists to monitor students' progress and to design or refine interventions, including differentiated instruction. - If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.</td>
</tr>
</tbody>
</table>

- If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.

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33. Please enter any additional data here. This is REQUIRED for any ratings of NOT PROFICIENT.
Early Childhood Education Student Teaching Evaluation Spring 2014

CCT Domain 6: Professional Responsibilities and Teacher Leadership

34. **6.1 & 6.2 Reflecting on own practice to promote positive outcomes for each child and engaging in formal and informal professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning.**

Continually engaging in reflection, self-evaluation and professional development formal and/or informal to enhance their understandings of content, critical pedagogical skills, resources and the impact of their actions on the learning of young children.

*NAEYC: 4d  
PTC: 5E  
PRF: 6.1*

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Demonstrates a pattern of unprofessional behavior.</td>
<td>-Occasionally performs unprofessional behaviors, due to lack of understanding of professional expectations or poor reflection or judgment.</td>
<td>-Demonstrates a pattern of professional behavior that reflects an understanding of professional expectations in the field.</td>
<td>-Demonstrates a consistent pattern of professional behavior.</td>
</tr>
<tr>
<td>-No evidence of thoughtful and continuous reflection on teaching.</td>
<td>-Engages in some reflection, self-evaluation and professional development with direct guidance from supervisors.</td>
<td>-Engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of his/her actions on student learning.</td>
<td>-Continuously engages in reflection, self-evaluation and professional development to enhance his/her understandings of content, pedagogical skills, resources and the impact of his/her actions on student learning.</td>
</tr>
<tr>
<td>-Does not invite feedback from supervisors or fails to reflect on and integrate recommendations into teaching.</td>
<td></td>
<td></td>
<td>-Requires only indirect question-asking by a supervisor to reflect deeply on teaching and needs for</td>
</tr>
<tr>
<td>Not Proficient (1)</td>
<td>Developing Proficiency (2)</td>
<td>Proficient (3)</td>
<td>Highly Proficient (4)</td>
</tr>
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</tr>
<tr>
<td>-Rarely engages with colleagues, families or classroom staff in planning and evaluating teaching strategies and curriculum.</td>
<td>-Engages sporadically in dialogue with colleagues and families to discuss planning and evaluation of teaching strategies and curricula.</td>
<td>-Engages in regular dialogue with colleagues to examine teaching strategies and curriculum. Shows an eagerness to plan, teach, and assess children’s learning in collaboration with other professionals and families.</td>
<td>-Continuously engages in dialogue with colleagues, families, and administrators to examine student learning data, instructional strategies, and curricula to support student learning and positive school climate.</td>
</tr>
</tbody>
</table>

35. **6.3 & 6.4** Forming collaborative partnerships with families and professional colleagues to examine student learning data, instructional strategies, and curricula to support learning and positive school climate.

Engaging in continuous, collaborative learning with colleagues...to examine...instructional strategies and curricula using technology to support student learning.

*NAEYC: 3d
PTC: 5B
PRF: 6.1
CEC: 9, 10*
36. **6.5 & 6.10** Forming collaborative partnerships with families and professional colleagues, including administrators and special services staff to interpret data and develop individualized student success plans (e.g. attending PPT and SRBI Data Team meetings) and to monitor the impact of instructional or behavioral support and interventions.

*NAEYC: 3d  
PTC: 5A, 5B  
DIV: 5.1  
PRF: 6.1*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>-Does not demonstrate an accurate understanding of the legal rights of students with disabilities or their families</td>
<td>-Demonstrates limited understanding of the legal rights of students with disabilities and their families.</td>
<td>-Demonstrates a solid understanding of the legal rights of students with disabilities and their families and applies this understanding in interactions with families, children, staff, and special education personnel.</td>
<td>-Demonstrates a solid understanding of the legal rights of students with disabilities and their families and applies this understanding in interactions with families and when participating in the intervention, referral, and individualized education plan process.</td>
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</tbody>
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37. **6.6** Supporting and engaging families and communities through respectful, reciprocal relationships, including the professional and ethical use of technology, in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.

*NAEYC: 2b  
PTC: 5D  
TTT: 4.1  
DIV: 5.1  
PRF: 6.1*
-Does not communicate in culturally respectful and sensitive ways with families.

-Does not use available communication technology in a professional and ethical manner.

-Does not exhibit a pattern of culturally respectful and sensitive communication with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning.

-Uses available communication technology periodically.

-Exhibits a pattern of culturally respectful and sensitive communication with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning.

-Uses available communication technology in a professional and ethical manner.

-Exhibits a pattern of proactive culturally respectful and sensitive communication with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning.

-Uses communication technology in a professional and ethical manner to support student learning and positive school climate.

38. **6.7 Knowing about and upholding ethical standards and other early childhood professional guidelines, including the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.**

*NAEYC: 6b
PTC: 5A
DIV: 5.1
PRF: 6.1*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>- Does not demonstrate an accurate understanding of the legal rights of students with disabilities or their families.</td>
<td>- Demonstrates limited understanding of the legal rights of students with disabilities and their families.</td>
<td>- Demonstrates a solid understanding of the legal rights of students with disabilities and their families and applies this understanding in interactions with families, children, staff, and special education personnel.</td>
<td>- Demonstrates a solid understanding of the legal rights of students with disabilities and their families and applies this understanding in interactions with families and when participating in the intervention, referral, and individualized education plan process.</td>
</tr>
</tbody>
</table>
39. **6.8 & 5.7** Knowing and understanding the multiple influences on early development and learning, including race, gender and culture, and how these affect professional interactions with students, families and colleagues, including the students with special needs.

Understanding how one’s race, gender and culture affect professional interactions with students, families and colleagues [including the students with special needs].

*NAEYC: 2a*
*PTC: 5D*
*DIV: 5.1*
*PRF: 6.1*
*CEC: 3*

<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Demonstrates a lack of understanding of how race, gender and culture affect professional interactions with students, families and colleagues.</td>
<td>-Demonstrates limited understanding of how race, gender and culture affect professional interactions with students, families and colleagues.</td>
<td>-Demonstrates general understanding of how race, gender and culture affect professional interactions with students, families and colleagues.</td>
<td>-Demonstrates consistent and deep understanding of how one’s race, gender and culture affect professional interactions with students, families and colleagues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Shows cultural sensitivity.</td>
<td>-Demonstrates cultural sensitivity, appreciation, and an empathic view of families.</td>
</tr>
</tbody>
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40. **6.11** Knowing about and upholding ethical standards and other early childhood professional guidelines and conducting themselves as professionals in accordance with Connecticut’s **Code of Professional Responsibility for Educators**.

*NAEYC: 6b*
*PTC: 5A-5E*
<table>
<thead>
<tr>
<th>Not Proficient (1)</th>
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<th>Proficient (3)</th>
<th>Highly Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Does not conduct himself/herself as a professional in accordance with the</td>
<td>-Adequately conducts himself/herself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators.</td>
<td>-Conducts himself/herself as a professional in accordance with the Connecticut’s Code of Professional Responsibility for Educators.</td>
<td>-• Consistently conducts himself/herself as a professional in accordance with the Connecticut’s Code of Professional Responsibility for Educators.</td>
</tr>
</tbody>
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41. Please enter any additional data here. This is REQUIRED for any ratings of NOT PROFICIENT.