



**University of the Virgin Islands
 School of Education
 Bachelor of Arts in Education
 Inclusive Early Childhood
 Spring 2015**

Student Teacher Competency and Evaluation Record

N = 2

The CT column is for the cooperating teacher and the US column is for the University supervisor. The Avg column is the average of the CT and US ratings.

A rating of “5” indicates a continuous outstanding or superior performance with unusual initiative and imagination.

A rating of “4” indicates that the student’s work is of a very good quality and is performed without much assistance.

A rating of “3” indicates generally satisfactory work with guidance and supervision, but denotes need for improvement. Is also indicates average performance for a student teacher in relation to his/her peers.

A rating of “2” indicates a definite weakness in the area. The student teacher however, seems capable of attaining satisfactory standards if carefully guided and supervised.

A rating of “1” indicates a very serious weakness and it is questionable whether the student can attain a satisfactory level of performance in that area even with continued help.

Competencies	CT	US	Avg	Comments
DAILY PLANNING (CEC Standard 7)				
1. Written daily lesson plans are completed.			4.75	
2. Outcomes for students are clearly stated.			4.25	
3. A variety of teaching strategies is used with attention to varied needs and learning styles.			4.00	
4. Assessment strategies are indentified and used.			3.75	
5. Accommodations and adaptations for individualized instruction are evident.			3.75	

6. Lessons are integrated across disciplines and domains.			4.00	
7. Assessment guides planning.				
8. Classroom management is considered when planning.			3.75	
9. There is a balance between teacher initiated and student initiated activities.			4.00	
10. Lessons are developmentally appropriate in content and implementation.			4.25	
11. Scaffolding and appropriate motivational strategies are planned.			4.25	
DEVELOPMENTALLY APPROPRIATE PRACTICE (NAEYC 1; CEC 2)				
12. Develop and implement classroom procedures and expectations that promote an effective developmentally appropriate learning environment.			4.00	
13. A variety of instructional strategies in used responsive to varied needs and learning styles.				
14. Knowledge of appropriate environments and practices is demonstrated.				
15. There is a balance between child and initiated and teacher initiated learning.				
15. Instruction includes strategies to promote critical thinking, problem solving, and skills.			3.25	
16. Instruction is designed to maximize student engagement and success.			4.50	
18. Cues are taken from the children to guide individualized learning.				
19. Learning occurs through active participation and play.				
19. Learning occurs though individual, small groups and large group's activities.			4.75	
20. Instructional content, materials, resources, and strategies are responsive to cultural, linguistic, and gender differences.			4.75	
TEACHING AIDS AND TECHNOLOGY (NAEYC)				
21. A variety of teaching aids and materials are used regularly in instruction.			4.50	
22. Technology is used, when appropriate, as a teaching tool.			4.75	
23. Materials and supplies are organized and accessible.			4.75	
ASSESSMENT (NAEYC 4; CEC 8)				

24. Authentic assessment methods are used to track student progress.			3.75	
25. Standard assessments are used to track student progress.			4.00	
26. Results of ongoing assessment are communicated to the mentor teacher and parents.			3.50	
27. Results of informal and formal assessment are communicated to the mentor teacher and parents.			4.00	
CLASSROOM ENVIRONMENT (NAEYC 4; CEC 5)				
28. Classroom is arranged to provide adequate space for independent , small group and large group activities.			4.75	
29. Appropriate time periods are provided for activities/lessons.			4.50	
30. Transitions are planned for, anticipated, and used as part of learning.			3.25	
31. Rules, expectations, routines, and procedures are clearly defined and communicated to students.			4.00	
32. Maintains a safe and healthy environment. Classroom climate is friendly, student-focused, and enjoyable.			4.75	
33. Learning occurs through active participation and play.			4.25	
RELATIONSHIPS WITH STUDENTS (NAEYC 1, 2, 4; CEC 3)				
33. Classroom climate is respectful to all.			4.00	
34. A climate of cooperation is promoted.			4.25	
36. Sincere efforts are made to know each student.				
36. Students' problems are addressed and resources are provided for assistance.			3.50	
37. Friendships and a sense of belonging are promoted among students.			3.75	
38. Appropriate behaviors and interpersonal skills are modeled.			3.75	
39. Positive feedback is provided during lessons, guided practice, individual, and group work.			4.25	
40. Behavioral expectations are clearly defined and communicated.			4.50	
41. Behavior problems are approached proactively.			4.00	
43. Strategies for guiding behavior are appropriate for age and individual.				
42. Strategies for conflict resolution are used when				

appropriate.			4.00	
45. Students are held accountable for their behavior and work.				
46. Discipline strategies are respectful and focus on learning skills.				
COMMUNICATION WITH STUDENTS (NAEYC 4; CEC 6)				
46. Communication is respectful, positive, friendly, and inviting.			4.75	
47. Responds promptly and appropriately to students.			4.25	
48. Ideas are expressed with clarity, fluency, and accuracy.			4.50	
49. Voice tone is varied.			4.50	
50. Instruction is energetic and enthusiastic.			4.00	
51. Loudness of voice is controlled and appropriate.			4.75	
52. A variety of visuals are used to enhance learning and communicate ideas.			4.25	
53. Appropriate vocabulary and Standard English are modeled in written and spoken communication.			4.00	
55. Cultural and linguistic differences are respected.				
56. Demonstrates clarity in writing.				
COMMUNICATION WITH PARENTS (NAEYC 2; CEC 10)				
56. Creates clear communication systems between school and home.			3.75	
57. Communication is respectful, positive, friendly, and inviting.			4.50	
58. Encourages parent involvement.			3.50	
59. Participates in parent-teacher conferences, open houses, PTA meetings, etc.			4.25	
COMMUNICATION WITH STAFF/PROFESSIONALS (NAEYC 5)				
60. Works cooperatively with mentor teacher.			4.00	
61. Accepts constructive feedback.			5.00	
62. Communication is respectful, positive, friendly, and inviting.			5.00	
63. Participates in one school committee, IEP meetings and team planning opportunities.			4.50	
65. Participates in IEP meetings.				
66. Participates in team planning meetings.				
PROFESSIONALISM (NAEYC 5; CEC 9)				

66. Understands and follows the NAEYC Professional Code of Ethics.			4.50	
67. Engages in self-reflective behavior to evaluate teaching, seeking, and opportunities to grow professionally.			4.00	
68. Demonstrates professional characteristics of punctuality, flexibility, cooperation and responsibility.			4.25	
69. Maintains confidentiality in all aspect of work with students, families, and colleagues.			5.00	
71. Demonstrates enthusiasm and initiative.				
71. Demonstrates understanding of federal and local laws.			4.75	
72. Demonstrates knowledge of school procedures and systems.			4.50	

Evaluation Summary

mean =4.21; sd=0.44; med=4.25; min=3.25; max=5