



**University of the Virgin Islands
School of Education
Inclusive Early Childhood Education**

Student Teacher Competency and Evaluation Assessment

Student Teacher _____ N=3 _____ Cooperating Teacher _____

School _____ Grade _____

Principal _____ University Supervisor _____

Semester: [] Spring [X] Fall Year 2015

TO THE EVALUATOR: Place your evaluation in the appropriate column entitled "Rating." The ST column is for the student teacher to do a self-assessment. The CT column is for the cooperating teacher and the US column is for the University supervisor. Please evaluate according to the table below.

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. (Please add a written comment for a "1" rating.)

Competencies		ST	CT	US	Comments
	PLANNING		(NAEYC 5)		
1.	Written lesson plans are prepared for daily lessons.		3.00	2.00	
2.	Outcomes for students are clearly stated in measurable and observable terms.		3.33	2.67	
3.	A variety of teaching strategies is planned with attention to varied needs and learning styles.		3.67	3.33	
4.	Varied assessment strategies are identified in the plans.		3.33	2.33	
5.	Accommodations and adaptations for individualized instruction are evident in plans.		3.33	3.33	
6.	Lessons are integrated across disciplines and domains.		3.00	3.00	
7.	Classroom -arrangement is considered when planning.		3.67	3.67	
8.	There is a balance between teacher initiated and student initiated activities.		3.67	3.67	
9.	Lessons are developmentally appropriate in content.		3.67	4.00	
10.	Scaffolding and appropriate motivational strategies are planned.		3.67	3.00	
11.	Transitions are planned for and anticipated, as part of learning.		3.00	3.00	
	INSTRUCTIONAL PRACTICE		(NAEYC 4, 5)		
12.	Instruction is energetic and enthusiastic.		3.67	3.33	
13.	Instruction includes strategies to promote critical thinking, problem solving, and skills.		3.67	3.00	
14.	Instruction is designed and implemented to maximize student engagement and success.		3.67	3.67	
15.	Instruction is developmentally appropriate for the diverse groups in the class.		3.67	4.00	
16.	Learning occurs though individual, small groups and large group's activities.		3.00	3.33	
17.	Instructional content, materials, resources, and strategies are responsive to cultural, diverse, linguistic, and gender differences.		3.67	3.00	
18.	Accommodations and adjustments for student learning are evident.		3.67	3.67	
19.	Learning activities are appropriately sequenced.		3.33	3.33	

Competencies		ST	CT	US	Comments
20.	A variety of teaching aids and materials are appropriately and regularly used during instruction to enhance learning.		4.00	4.00	
21.	Instruction is implemented with developmentally appropriate timelines.		3.67	3.00	
22.	Technology and assistive devices are used as teaching tools.		3.33	3.67	
23.	Materials and supplies are organized and accessible.		4.00	4.00	
ASSESSMENT (NAEYC 3)					
24.	Authentic and performance assessment methods are used to monitor and determine student progress.		3.33	2.33	
25.	Standard assessments are used to monitor and record student progress.		3.67	3.00	
26.	Assessment data are utilized to modify instruction for optimal learning for all students.		3.67	2.67	
27.	Results of informal and formal assessment are utilized to determine student understanding and progress.		3.67	3.33	
28.	Formative assessment is integrated with Instruction to make adjustments in lessons.		3.67	3.33	
CLASSROOM ENVIRONMENT (NAEYC 1)					
29.	Classroom is arranged to provide adequate space for small group and large group activities.		4.00	4.00	
30.	Develop and implement classroom procedures and expectations that promote pro-social behaviors.		4.00	4.00	
31.	Classroom environment accepts and fosters diversity.		4.00	4.00	
32.	Rules, expectations, routines, and procedures are clearly defined and communicated to students.		4.00	3.67	
33.	Maintains a safe and healthy environment.		4.00	4.00	
34.	Classroom climate is friendly, student-focused, and enjoyable.		4.00	4.00	
35.	The environment fosters cultural understanding and emotional well-being of diverse groups within the class.		4.00	4.00	
36.	Creates a climate of openness, inquiry, cooperation, and support.		4.00	4.00	

Competencies		ST	CT	US	Comments
RELATIONSHIPS WITH OTHERS (NAEYC 1, 2, 4)					
37.	Teacher shows respect ---for and treats all students equitably.		4.00	4.00	
38.	The teacher accepts and values students from diverse cultures.		4.00	4.00	
39.	Students' problems are addressed proactively and resources are provided for assistance as needed		4.00	3.67	
40.	Friendships and a sense of belonging are promoted among students.		4.00	4.00	
41.	Appropriate behaviors and interpersonal skills are modeled.		4.00	4.00	
42.	Works cooperatively with mentor teacher.		4.00	4.00	
43.	Positive feedback is provided during lessons, guided practice, individual, and group work.		4.00	3.67	
44.	Behavioral expectations are clearly defined and communicated.		4.00	3.67	
45.	Strategies for conflict resolution are used when appropriate.		3.33	3.00	
COMMUNICATION (NAEYC 4)					
46.	Communication is respectful, positive, inviting, and professional.		4.00	4.00	
47.	Responds promptly and appropriately to students.		3.67	3.33	
48.	Ideas are expressed with clarity, fluency, and accuracy.		3.67	3.33	
49.	Voice tone is varied, controlled, and appropriate..		4.00	4.00	
50.	Appropriate vocabulary and Standard English are modeled in written and spoken communication.		3.67	3.33	
51.	Creates clear communication systems between school and home.		3.67	3.67	
52.	Communication encourages parent / family involvement.		3.67	3.33	
PROFESSIONALISM (NAEYC 6)					
53.	Accepts constructive feedback.		4.00	4.00	
54.	Participates in one school committee, IEP meetings, and team planning opportunities.		3.00	3.00	

Competencies		ST	CT	US	Comments
55.	Understands and follows the NAEYC and CEC Professional Code of Ethics.		4.00	4.00	
56.	Engages in self-reflective behaviors to promote professional growth.		4.00	3.67	
57.	Demonstrates professional characteristics of punctuality, flexibility, cooperation and responsibility.		4.00	4.00	
58.	Maintains confidentiality in all aspect of work with students, families, and colleagues.		4.00	4.00	
59.	Demonstrates understanding of federal and local laws.		4.00	3.67	
60.	Demonstrates knowledge of school procedures and systems.		4.00	4.00	
61.	Demonstrates an understanding for the goals and challenges of an inclusive classroom.		3.33	3.67	

Evaluation Summary

Rating key: 5= Superior 4= Very Good (Above Average) 3=Good (Average) 2=Weak (Below Average) 1= Poor

RECOMMENDATIONS (For CT and US only)		
	CT	US
1. Planning		
2. Instructional Practice		
3. Assessment		
4. Classroom Environment		
5. Relationships with Students & Others		
6. Communication		
7. Professionalism		
Total Points		
Average Score (out of 5)		
Final Grade		

SIGNATURES:

Student Teacher _____ Date _____

Cooperating Teacher _____ Date _____

University Supervisor _____ Date _____