

University of Wisconsin-Whitewater  
 Early Childhood Education – College of Education  
 Field Study Evaluation for EDUINDP 443

**Student:**

**Placement Location:**

**Student ID:**

**Semester:**  Fall  Spring **Year:**

**Cooperating Teacher:**

**Type of Field Work:**

ECSE  Kindergarten  Early Elementary

**University Supervisor:**

**Date completed :**

**Date received:**

**The purpose of the first part of the evaluation is to reflect on the student teacher’s areas of professional growth, knowledge, and skills throughout the placement.** This section is based on six out of ten initial licensure standards outlined by the WI Department of Public Instruction Teaching Standards (WTS) and related Council for Exceptional Children (CEC) Knowledge and Skills and National Association for the Education of Young Children (NAEYC) Standards. For this section, we expect students to rarely score at the highest level (demonstrates knowledge and skills at an advanced level like those of an experienced teacher) and score at least at a basic level. **The purpose of the second part of the evaluation is to document the student’s dispositions (attitudes).** This section is based on defined values, commitments, and professional ethics as documented by the National Council for Accreditation of Teacher Education (NCATE). Here we expect students to score at the two highest levels as good dispositions are expected to be evident during all student teaching placements.

**Directions for completing the evaluation form:** Please score the student’s performance on each of the indicated Wisconsin Teaching Standards, which are also related to Council for Exceptional Children (CEC) Early Childhood (EC) Knowledge and Skills and National Association for the Education of Young Children (NAEYC) Standards. Describe *HOW* the student is demonstrating knowledge and skills related to the questions that apply to your setting. Comments are welcome! **Using the scale below and check one overall score for each standard in the shaded area. Thank you!**

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**PART ONE: KNOWLEDGE AND SKILLS**

<b>WTS 3: The teacher understands that children learn differently; CEC 3: Individual Learning Differences; NAEYC 2, 4b: Family and community relationships, developmentally effective approaches</b>	<b>Score for standard 3:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
Knows and understands the effects an exceptional condition(s) can have on an individual's life. Examples: <input type="checkbox"/> <i>Applies child development knowledge when guiding activities supportive of individual children's learning</i> <input type="checkbox"/> <i>Knows how to design learning opportunities that are interesting and challenging for children</i> <input type="checkbox"/> <i>Uses knowledge about the real world of children's lives (children's primary language, culture, family background, special needs, and interests) to guide teaching and learning</i> <input type="checkbox"/> <i>Makes the most of environments and routines ( helps children gain skills they are ready to learn next)</i> <input type="checkbox"/>	<b>Comments related to WTS 3:</b>
<b>WTS 4: The teacher understands how to use a variety of instructional strategies; CEC Standard 4-Instructional Strategies; NAEYC Standard 4 - Teaching and Learning</b>	<b>Score for standard 4:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
Uses effective teaching strategies to facilitate integration. Examples: <input type="checkbox"/> <i>Uses child-initiated and adult-directed learning activities (to engage children in unstructured and structured activities)</i> <input type="checkbox"/> <i>Guides children's learning through scaffolded supports (e.g. creating engaging environments, curriculum modifications, activity-based learning, and child-focused instruction).</i> <input type="checkbox"/> <i>Provides learning opportunities that encourage children to explore freely, communicate with others, solve problems, and express themselves creatively (integrating curriculum contents such as language arts, math, science, music, art, and movement as appropriate)</i> <input type="checkbox"/> <i>Knows how to help children acquire new skills in a variety of situations and natural environments (the home, (pre)school, and community settings such as child care and with a variety of people the child trusts)</i> <input type="checkbox"/>	<b>Comments related to WTS 4:</b>

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<b>WTS 5: The teacher uses an understanding of individual and group motivation and behavior; CEC Standard 5-Learning Environments and Social Interactions / NAEYC #1 – Promoting Child Development and Learning; #3 – Observing to Support Young Children and Families</b>	<b>Score for standard 5:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
Knows how to design, create, and evaluate safe, equitable, positive, and supportive learning environments in which diversities are valued to assure developmental and functional appropriateness. Examples: <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Enjoys warm, supportive relationships with children</i></li> <li><input type="checkbox"/> <i>States rules and behavioral expectations affirmatively (tells children what to do rather than what not to do)</i></li> <li><input type="checkbox"/> <i>Consistently anticipates and eliminates potential problems and redirects children's misbehaviors by modeling and teaching appropriate behaviors</i></li> <li><input type="checkbox"/> <i>Acknowledges children's feelings, frustrations, and points of view, and responds with respect</i></li> <li><input type="checkbox"/> <i>Organizes social (group) activities as well as individual activities that help children succeed and meet their learning goals</i></li> <li><input type="checkbox"/> <i>Supports nutritional and health needs of the children by implementing appropriate practices (e.g. hand washing)</i></li> </ul>	<b>Comments related to WTS 5:</b>
<b>WTS 6: The teacher uses effective verbal and nonverbal communication; CEC Standard 6 – Language; NAEYC Standard 4a - Connecting with Children and Families</b>	<b>Score for standard 6:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
Supports and facilitates family and child interactions as primary contexts for learning and development. Examples: <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Uses effective verbal and non-verbal communication</i></li> <li><input type="checkbox"/> <i>Works through misinterpretations or misunderstandings by problem solving effectively</i></li> <li><input type="checkbox"/> <i>Plans ways to communicate with and effectively teach children who sign, who speak English as a second language, or who need a communication board or special device</i></li> <li><input type="checkbox"/> <i>Provides rich language modeling to promote children's language use</i></li> </ul>	<b>Comments related to WTS 6:</b>

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<b>WTS 7: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals; CEC Standard 7 - Instructional Planning; NAEYC # 1 - Child Development and Learning, # 4 - Teaching and Learning</b>	<b>Score for standard 7:</b> <input type="checkbox"/> 1 Minimal <input type="checkbox"/> 2 Basic <input type="checkbox"/> 3 Proficient <input type="checkbox"/> 4 Advanced
Demonstrates understanding of the scope and sequences of developmentally appropriate and individualized curricula by integrating general knowledge into the planning of learning activities. Examples: <input type="checkbox"/> <i>Is organized in supporting and planning lessons and setting up activities and materials</i> <input type="checkbox"/> <i>Observes children to see if they are engaged (passively or actively e.g. listening to a story or acting out a story)</i> <input type="checkbox"/> <i>Supports and plans individual and group activities that include play, routines, group projects, exploration, and systematic instruction.</i> <input type="checkbox"/> <i>Plans at least two activities that allow children to use all their senses by using visual cues (e.g. signs), pictures, verbal cues (e.g. beginning sounds of words), touching and using manipulatives (e.g. cubes), smelling, and tasting (e.g. preparing a snack)</i> <input type="checkbox"/> <i>Encourages children's independence by breaking large learning goals into small steps</i> <input type="checkbox"/> <i>Uses computer technology to create and share at least two lesson plans</i> <input type="checkbox"/>	<b>Comments related to WTS 7:</b>
<b>WTS 10: The teacher fosters relationships; CEC Standard 10- Collaboration; NAEYC # 2 – Building Family and Community Relationships</b>	<b>Score for standard 10:</b> <input type="checkbox"/> 1 Minimal <input type="checkbox"/> 2 Basic <input type="checkbox"/> 3 Proficient <input type="checkbox"/> 4 Advanced
Collaborates with families, community service providers, school professionals, and members of community organizations to integrate young children into various settings. Examples: <input type="checkbox"/> <i>Writes a letter of introduction for the families of all children the field study student works with using language families understand easily</i> <input type="checkbox"/> <i>Comfortably greets families (when opportunities arise)</i> <input type="checkbox"/> <i>Advocates for each child</i> <input type="checkbox"/> <i>Solves problems when working with others and contributes ideas</i> <input type="checkbox"/> <i>Participates in educational planning meetings with families and staff as opportunities arise</i> <input type="checkbox"/>	<b>Comments related to WTS 10:</b>

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**PART TWO: DISPOSITIONS**

<b>1. Values evidence-based, student-focused practice</b>	<b>Score for disposition 1:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
<i>Examples:</i> <input type="checkbox"/> Analyzes and discusses student involvement in learning <input type="checkbox"/> Focuses professional decision-making around children’s needs rather than personal preference <input type="checkbox"/> Creates a positive emotional tone when interacting with children <input type="checkbox"/> Uses credible research to guide instructional practices	
<b>2. Values professional collaboration and consultation</b>	<b>Score for disposition 2:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
<i>Examples:</i> <input type="checkbox"/> Makes time for families and staff on behalf of children <input type="checkbox"/> Makes time on behalf of the school or program <input type="checkbox"/> Seeks information and assistance from others on behalf of children <input type="checkbox"/> Establishes positive rapport and appropriate relationships	
<b>3. Practices effective self-management</b>	<b>Score for disposition 3:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
<i>Examples:</i> <input type="checkbox"/> Is present and punctual for professional activities and assigned duties <input type="checkbox"/> Is prepared for assigned duties and activities <input type="checkbox"/> Cites and acknowledges sources of information (honors intellectual property) <input type="checkbox"/> Does not share any information with persons outside a group that shares concerns without first seeking consent (maintains confidentiality) <input type="checkbox"/> Maintains a professional appearance and self-control <i>Uses language free of profane or derogatory language</i>	
<b>4. Interacts at a professional level</b>	<b>Score for disposition 4:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
<i>Examples:</i> <input type="checkbox"/> Listens with purpose	

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<input type="checkbox"/> <i>Speaks effectively for various professional purposes and audiences</i> <input type="checkbox"/> <i>Writes clearly for various professional purposes and audiences</i> <input type="checkbox"/> <i>Uses technology effectively in professional roles</i>	
<b>5. Demonstrates commitment to learning as a lifelong pursuit</b>	<b>Score for disposition 5:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
<i>Examples:</i> <input type="checkbox"/> <i>Is receptive and responsive to professional feedback</i> <input type="checkbox"/> <i>Critically reflects on professional experiences and adjusts performance accordingly</i> <input type="checkbox"/> <i>Seeks to stay current about evidence-based professional practices</i>	
<b>6. Respects the legal and ethical norms of the profession</b>	<b>Score for disposition 6:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
<i>Examples:</i> <input type="checkbox"/> <i>Is truthful and honest</i> <input type="checkbox"/> <i>Seeks consent from families before discussing contents of educational records with other professionals or staff</i> <input type="checkbox"/> <i>Discusses sensitive information regarding children, families, the program or school, or the community only after appropriate consent has been received (maintaining confidentiality)</i> <input type="checkbox"/> <i>Complies with legal requirements of educational settings</i>	
<b>7. Demonstrates equitable treatment and respect for all individuals</b>	<b>Score for disposition 7:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal    Basic    Proficient    Advanced
<i>Examples:</i> <input type="checkbox"/> <i>Responds respectfully to children's perspectives and contributions</i> <input type="checkbox"/> <i>Respects individual persons' cultural interests by acknowledging their priorities and thinking</i> <input type="checkbox"/> <i>Treats others with dignity and respect</i> <input type="checkbox"/>	

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Overall comments:

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