

University of Wisconsin-Whitewater  
 Early Childhood Education – College of Education  
 Field Study Evaluation for EDUINDP 322

**Student:**

**Placement Location:**

**Student ID:**

**Field Work: Infant and Toddler Fieldwork**

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

**Cooperating Teacher:**

**Date:**

**University Supervisor:**

**Date received:**

**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, check one overall score for each standard in the shaded area. Please note that not all of the criteria have to be addressed – some students will not have the opportunity to engage in all areas.**

	College of Education Scale	Department of Special Education Scale
<b>4 Advanced</b>	Complete and outstanding demonstration; exceeds level expected	Performs skill at level of an experienced teacher, requires no supervision
<b>3 Proficient</b>	Complete demonstration; at level expected	Performs skill well, at level of a beginning teacher, requires little direct supervision
<b>2 Basic</b>	Somewhat limited demonstration; emerging toward level expected	Performs at moderate competence level requiring regular supervision
<b>1 Minimal</b>	Limited or inconsistent demonstration; inability to meet level of expectation	Performs skill at limited level requiring close and continuous supervision
<b>0 Undocumented</b>	Undocumented demonstration of competence	Unable to perform skill, requires constant supervision
<b>Not yet observed</b>	Not yet observed evidence of demonstration of standard	

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<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
Describe the student's experiences, knowledge, and skills related to using effective strategies to facilitate integration? <input type="checkbox"/> <i>How does the student demonstrate the ability to design age appropriate and developmentally appropriate learning opportunities that are stimulating and appropriately challenging for children?</i> <input type="checkbox"/> <i>How does the student interact with individual children, children in small groups, and children in large groups to encourage communication, problem solving, and discovery?</i> <input type="checkbox"/> <i>How does the student adapt her/his teaching style based on self-reflection and other people's suggestions when a strategy she/he has used is not working well?</i>	<b>Comments:</b>
<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
Describe the student's experiences, knowledge, and skills related to designing, creating, and evaluating supportive learning environments. <input type="checkbox"/> <i>How does the student guide young children?</i> <input type="checkbox"/> <i>How well does the student organize instructional activities in groups or for individual children?</i> <input type="checkbox"/> <i>How does the student organize and evaluate whether the physical, temporal, and social environments children are learning in are helping them succeed and progress?</i> <input type="checkbox"/> <i>How does the student demonstrate competence in addressing nutrition and health needs of the children?</i>	<b>Comments:</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
Describe the student's experiences, knowledge, and skills related to communicating clearly and facilitating positive interactions between children (and if possible families). <input type="checkbox"/> <i>How does the student work and communicate with other professionals in the room/program?</i> <input type="checkbox"/> <i>How does the student facilitate positive interactions among children?</i>	<b>Comments:</b>

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<input type="checkbox"/> <i>How does the student facilitate understanding of subject matter for students whose communication needs require special considerations (e.g. primary language is not the dominant language such as Spanish or American Sign Language; augmentative, alternative, and assistive communication strategies such as communication boards or devices)?</i>	
<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 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Describe the student's experiences, knowledge, and skills related to designing and planning learning experiences for all young children. <input type="checkbox"/> <i>How does the student implement a lesson that follows the format discussed in class?</i> <input type="checkbox"/> <i>How does the student observe children to see if they are participating and if activities are developmentally appropriate?</i> <input type="checkbox"/> <i>How does the student plan for activities that need to be broken down into smaller steps?</i> <input type="checkbox"/> <i>How does the student support children's individual needs for positive behavior support and environmental modifications?</i>	<b>Comments:</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 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Describe the student's experiences, knowledge, and skills related to collaborating with professionals, families, and children. <input type="checkbox"/> <i>How does the student work and solve problems when working with other professionals?</i> <input type="checkbox"/> <i>How does the student model appropriate behavior for her/his students?</i> <input type="checkbox"/> <i>How does the student contribute to managing a classroom that feels comfortable and welcoming for everyone?</i>	<b>Comments:</b>

*Overall Comments:*