

University of Wisconsin-Whitewater
 Early Childhood Education – College of Education
 Evaluation of Head Start Observation & Reflection

Dear cooperating teacher:

Thank you for working with a student in the early childhood education program at UW-Whitewater. The attached evaluation form is used to document the student's experiences, knowledge, skills, and dispositions (attitudes) in Head Start. **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.** Knowledge and skills are measured based on Wisconsin Teaching Standards and Council for Exceptional Children Standards 1, 2, 3, 9, and 10 and related National Association for the Education of Young Children Initial Licensure Standards 1, 2, 4, and 5. **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.

The cooperating teacher completes the evaluation form one time at the end of the Head Start placement. One score should be assigned for each teaching standard. Comments are welcome and should relate to specific skills observed in each of the related areas. In the knowledge and skills section, we expect students to score at the basic level; very rarely would a student score at the proficient or advanced levels during the first semester of training. In the dispositions section, we expect students to score at the proficient or advanced levels. A passing score is 2 or higher in both sections.

The student should use the evaluation tool as a goal setting document at the beginning of the field study experience and discuss set goals with the cooperating teacher and university supervisor. The student is responsible for making the tool available to the cooperating teacher.

Directions for completing the form: The form can be completed electronically by filling in the shaded fields. You can move between fields by hitting "Tab" or simply moving the cursor. Please score the student's performance on each of the listed Teaching Standards and Dispositions. Using the scale below please put a check in the appropriate shaded areas indicating one overall score for each standard and disposition and complete form before the end of the semester. Comments are welcome!

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

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Student:

Placement Location:

Student ID:

Beginning/End of Experience: From _____ To _____
 (mm/dd/yy) (mm/dd/yy)

Name of Head Start Cooperating Teacher:

Name of University Supervisor:

Signature of Head Start Cooperating Teacher:

Date of Evaluation:

PART ONE: KNOWLEDGE AND SKILLS

WTS 1: Teachers know the subject they are teaching; CEC 1: Foundations; NAEYC 4b, c, d: Using developmentally appropriate approaches, understanding content knowledge, building meaningful curriculum	Overall score for standard 1: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal Basic Proficient Advanced
Understands historical and philosophical foundations, current trends, issues, laws, and policies that affect children, families, and programs. Examples: <input type="checkbox"/> <i>Follows and implements the program's or school's policies consistently</i> <input type="checkbox"/> <i>Describes and understands the processes of pre-referral, referral, and individualized educational planning in accordance with special education law (Individuals with Disabilities Education Act)- (e.g. can list the rights of families during referral and educational planning)</i> <input type="checkbox"/> <i>Identifies and plans to use content knowledge that is appropriate for children's ages and abilities (at ages 2 to 3, preschool, Kindergarten, 1st, 2nd, and 3rd grades)</i> <input type="checkbox"/> <i>Knows and identifies instructional strategies that work (help children learn)</i> <input type="checkbox"/> <i>Uses subject matter and content (concepts to teach) that are consistent with the program's or classroom's philosophy and curriculum</i> <input type="checkbox"/>	Comments related to WTS 1:
WTS 2: Teachers know how children learn. CEC 2: Development and characteristics of learners; NAEYC 1, 4b, d : Promoting child development, using developmentally appropriate approaches, building meaningful curriculum	Overall score for standard 2: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal Basic Proficient Advanced
Knows typical and atypical early childhood development as related to young children's characteristics and needs. Examples: <input type="checkbox"/> <i>Interacts with children in an emotionally supportive way</i> <input type="checkbox"/> <i>Is knowledgeable about child development and children with special needs</i>	Comments related to WTS 2:

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<ul style="list-style-type: none"> <input type="checkbox"/> Asks families and professionals about their knowledge of children to understand individual children's developmental strengths and needs <input type="checkbox"/> Talks about families' and children's unique experiences, medical histories, and overall developments with cultural sensitivity <input type="checkbox"/> Maximizes children's abilities to be autonomous <input type="checkbox"/> 	
WTS 3: Teachers understand that children learn differently; CEC 3: Individual Learning Differences; NAEYC 2, 4b: Family and community relationships, developmentally effective approaches	Overall score for standard 3: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal Basic Proficient Advanced
<p>Knows and understands the effects an exceptional condition(s) can have on an individual's life. Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies child development knowledge to create environments and activities that are healthy and supportive of individual children's learning <input type="checkbox"/> Knows how to design learning opportunities that are interesting and challenging for children <input type="checkbox"/> 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 <input type="checkbox"/> Makes the most of environments and routines (designs learning experiences that help children gain skills they are ready to learn next) <input type="checkbox"/> 	Comments related to WTS 3:
WTS 9: Teachers are able to evaluate themselves to reflect; CEC 9: Professional and ethical practice; NAEYC 5: Becoming a professional	Overall score for standard 9: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal Basic Proficient Advanced
<p>Demonstrates an understanding of the continuum of lifelong professional development. Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abides by rules and ethical practices of early childhood organizations <input type="checkbox"/> Participates in family night meetings and other family events <input type="checkbox"/> Uses people first language (e.g. saying and writing "children with special needs" not "special needs children") <input type="checkbox"/> Provides multicultural books, activities, and materials that are inclusive of all children and their families' life styles, interests, and priorities <input type="checkbox"/> Attends and participates in professional meetings and trainings <input type="checkbox"/> Is open to constructive criticism, celebrates successes, and reflects on areas that need improvement <input type="checkbox"/> 	Comments related to WTS 9:
WTS 10: Teachers are connected with other teachers and the community; CEC 10: Collaboration; NAEYC 2: Building family and community relationships	Overall score for standard 10: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Minimal Basic Proficient Advanced
Collaborates with families, community service providers, school professionals, and members of community organizations to integrate young	Comments related to WTS 10:

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children into various settings. Examples: <input type="checkbox"/> <i>Uses the “All About Me” book or poster as an introductory activity</i> <input type="checkbox"/> <i>Writes a letter of introduction for the families of all children the student teacher works with using language families understand easily</i> <input type="checkbox"/> <i>Comfortably greets families</i> <input type="checkbox"/> <i>Publishes a regular newsletter and communicates daily in some way with families and team members in an effective way</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 actively in educational planning meetings with families and staff</i> <input type="checkbox"/>	
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PART TWO: DISPOSITIONS

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

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<p>4. Interacts at a professional level <i>Examples:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Listens with purpose</i> <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> 	<p>Overall score for disposition 4: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 Minimal Basic Proficient Advanced</p>
<p>5. Demonstrates commitment to learning as a lifelong pursuit <i>Examples:</i></p> <ul style="list-style-type: none"> <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> 	<p>Overall score for disposition 5: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 Minimal Basic Proficient Advanced</p>
<p>6. Respects the legal and ethical norms of the profession <i>Examples:</i></p> <ul style="list-style-type: none"> <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> 	<p>Overall score for disposition 6: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 Minimal Basic Proficient Advanced</p>
<p>7. Demonstrates equitable treatment and respect for all individuals <i>Examples:</i></p> <ul style="list-style-type: none"> <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> 	<p>Overall score for disposition 7: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 Minimal Basic Proficient Advanced</p>

Overall comments regarding the student's dispositions: