

**Appendix H, Evaluation Tools**

**University of Wisconsin – Whitewater  
College of Education  
Evaluation of Preschool Student Teaching: Mid Semester--Self Evaluation**

**Student:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Semester:** Fall Spring Summer **Year:** \_\_\_\_\_

**Placement** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**Cooperating Teacher:** \_\_\_\_\_

**We have discussed this evaluation form twice (half way through the student teaching experience and again at the end of the experience).**

\_\_\_\_\_  
**Signature of Student Teacher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Cooperating Teacher**

\_\_\_\_\_  
**Date**

**Competencies addressed in this evaluation include Wisconsin Teaching Standards (WTS):** [http:// www.dpi.stat.wi.us/dpi/dlsis/tel/stand10.html](http://www.dpi.stat.wi.us/dpi/dlsis/tel/stand10.html)

**Division of Early Childhood Professional Standards:** <http://www.sped.org/ps/perf>

**National Association for the Education of Young Children Standards at the Initial Licensure Levels:** <http://www.naeyc.org/profdev/prop>

- 4 **Advanced:** Complete and outstanding demonstration; exceeds level expected; performs skill at level of experienced teacher; requires no supervision
- 3 **Proficient:** Complete demonstration; at level expected; performs skill well, at level of 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 & continuous supervision
- 0 **Undocumented/ not yet observed** Undocumented demonstration of competence; unable to perform skill, requires constant supervision

<b>Wisconsin Teaching Standards/CEC Knowledge and Skills:</b>	<b>Ratings:</b>	<b>Comments/Evidence of demonstration:</b>
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General Education Field Work Evaluation Instrument

7/2004

<b>Standard #1: Subject Matter Competency</b>		
<p>Knows, understands, and uses a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning</p> <p>Understands the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen her/his understanding</p> <p>Uses her/ his own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children</p> <p>(CEC – 1; NAEYC – 4)</p>		
<b>Standard # 2: Student Growth and Development</b>	<b>Rating</b>	<b>Comments</b>
<p>Understands the following:</p> <p>Effects of biological and environmental factors on development of young children</p> <p>Multiple interacting influences on young children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for children</p> <p>(CEC – 2; NAEYC – 1)</p>		
<b>Standard # 3: Knowledge of Diverse Learners</b>	<b>Rating</b>	<b>Comments</b>
<p>Shows sensitivity to children’s needs and rights</p> <p>Respects children by acknowledging their positive and specific needs</p> <p>Works patiently and professionally with children with special needs and children with diverse cultural background</p> <p>(CEC 3; NAEYC 1, 2)</p>		
<b>Standard #4: Instructional Strategies</b>	<b>Rating</b>	<b>Comments</b>
<p>Guides children using appropriate discipline techniques (i.e., praise, redirection, voice intonation, etc.)</p> <p>Reads books in an appropriate manner, allowing children to ask and respond to questions</p> <p>Recognizes and makes use of teachable moments</p> <p>Models acceptance of and appreciation for all manner of differences in children and adults Models the use of common courtesies (“manners”) to both children and other adults</p> <p>Plans and implements appropriate approaches to make smooth transitions</p> <p>Adapts teaching to meet the needs of children with exceptional</p>		

<p>educational needs          Focuses on process art rather than product art (does not use models for art products)          Clearly explains activities through a variety of styles based on the children's needs (i.e., orally, visually, etc.)          Asks questions only when there is a choice for the children (for example does not say "Do you want to wash your hands" when the child must wash his/her hands*          Gives children choices as often as possible (for example, "Do you want to wash your hands at the front sink or the back sink"?)*          Uses appropriate body positioning (i.e., positions body to see all or most of the children, body language is not defensive – hands on hips, gets down to the children's eye level)          (CEC 4, 7;NAEYC 4, 4a, 4b, 4c, 4d)</p>		
<p><b>Standard # 5: Learning Environments and Social Interaction</b></p>	<p><b>Rating</b></p>	<p><b>Comments</b></p>
<p>Whenever possible, helps children in need Prepares the environment in an appropriate manner (i.e., safe, interesting, inviting, manageable, etc.)          Manages the large group time in a friendly, interactive manner, clearly explaining actions or activities that children are expected to do *          Supervises children at all times and or makes arrangements with other adults when temporary absence needs arise          Follows the appropriate diaper changing or toilet use procedures          Follows the appropriate snack procedures, including disinfecting the table surfaces and hand washing (10 seconds under running water, turning off faucet with paper towel) by adults and children, both before and after eating.          Has basic understanding of WI licensing rules for childcare and preschool programs (i.e., computing ratios, sitting with children at meals, evacuation plan, first aid, etc.)          (CEC 4,5; NAEYC 1, 4a,4b)</p>		

<b>Standard #6: Language</b>	<b>Rating</b>	<b>Comments</b>
<p>Greets children and families (if applicable) as they enter the classroom  Interacts mostly with children, rather than other staff persons, both indoors and outdoors  Respects children by listening to and interacting with them in a positive manner  Communicates with children frequently indoors and outdoors  Uses the children's names often during conversation  (CEC 6; NAEYC 2, 4, 4a)</p>		
<b>Standard #7: Instructional Planning</b>	<b>Rating</b>	<b>Comments</b>
<p>Prepares for large group experiences that are based on children's prior knowledge and interests  Prepares for the large group time, offering meaningful and purposeful learning opportunities that are based on children's prior knowledge and their interests (not appropriate for children under 2)  Prepares for small group activities that are developmentally appropriate  Understands the content of DAP (Developmentally Appropriate Practice) with respect to this particular age group, and the need to prepare a suitable environment and provide appropriate activities during her/his lead weeks  Modifies plans sufficiently to allow maximum participation by children with disabilities and by children with diverse cultural or language backgrounds  (CEC 7; NAEYC 4, 4b, 4d)</p>		
<b>Standard # 8: Assessment Strategies</b>	<b>Rating</b>	<b>Comments</b>
<p>Uses a variety of methods to know children and determine the extent of their prior knowledge (i.e., observing, listening, reviewing lesson plans, etc.)  Collects information through informal assessment on a daily basis by observing interactions and manipulation of materials, listening to, &amp; posing questions to children, and by collecting and/or observing children's art products to reflect on effectiveness of teaching and the modifications that are needed to improve it *  Collects information through informal assessment on a daily basis by observing interactions and manipulation of materials, listening to, &amp; posing questions to children, and by collecting and/or observing children's art products to consider the effectiveness of the activities provided to children and modifications that are needed to improve them *</p>		

<p>Collects information through informal assessment on a daily basis by observing interactions and manipulation of materials, listening to, &amp; posing questions to children, and by collecting and/or observing children's art products to reflect on children's learning and, in order to improve it, modifications that are needed in preparing lesson plans* (CEC 8, NAEYC 3)</p>		
<p><b>Standard #9: Professional and Ethical Practice</b></p>	<p><b>Rating</b></p>	<p><b>Comments</b></p>
<p>Works patiently and professionally with children with special needs and children with diverse cultural background Hands in lesson plans in a timely Models flexibility, a calm demeanor, and openness to ideas that are different or new Uses humor when appropriate with children, and does so appropriately without the use of sarcasm Uses correct grammar in oral and written communication (CEC 9; NAEYC 2,5)</p>		
<p><b>Standard #10: Collaboration</b></p>	<p><b>Rating</b></p>	<p><b>Comments</b></p>
<p>Uses a variety of ways to initiate communication with parents Communicates with and solicits opinions from the cooperating teacher Accepts and incorporates feedback from cooperating teacher Relates to all other classroom teachers and staff persons in this setting in a friendly, respectful and professional manner Works collaboratively and cooperatively with other professionals who are in the classroom to provide services to children with disabilities or other special needs Identifies and uses community resources to foster children's learning (CEC 10; NAEYC 2, 5)</p>		

**\* = does not directly apply to infants and toddlers under two years**

**After the first evaluation, the cooperating teacher and the student teacher must meet to define at least one goal in each of the areas. At the end of the student teaching experience, a narrative can be added to this evaluation to describe how the student has met each individual goal. A written description can demonstrate more individually how the student worked within the childcare program. This written portion of the evaluation provides for flexibility and respect that each program and each student's experience varies. Use the space below to define the goals and reflect about their attainment.**

Description of Student Teaching Goals

Description of How Student Teaching Goals Were Achieved: