



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

**Student Teacher Competency and Evaluation 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 “4” indicates that the student’s work is EXEMPLARY (shows a continuous outstanding or superior performance with unusual initiative and imagination).

A rating of “3” indicates that the student’s work is PROFICIENT (work is of a very good quality and is performed without much assistance)

A rating of “2” indicates that the student’s work is DEVELOPING (work is generally satisfactory, with guidance and supervision, but denotes need for improvement.)

A rating of “1” indicates that the student’s work is UNACCEPTABLE (student shows a definite weakness in the area. The student teacher however, seems capable of attaining satisfactory standards if carefully guided and supervised).

A rating of “0” indicates that the competency was UNOBSERVED.

Competencies n = 4		Rater	4	3	2	1	0
PLANNING (NAEYC 5 CEC Standard 7)							
1.	Written lesson plans are prepared for daily lessons.	CT	75%	25%			
		US	50%	50%			
2.	Outcomes for students are clearly stated in measurable and observable terms.	CT	75%	25%			
		US	50%	50%			
3.	A variety of teaching strategies is planned with attention to varied needs and learning styles.	CT	75%	25%			
		US	50%	50%			
4.	Varied assessment strategies are identified in the plans.	CT	75%	25%			
		US	50%	50%			
5.	Accommodations and adaptations for individualized instruction are evident in plans.	CT	75%	25%			
		US	50%	50%			

6.	Lessons are integrated across disciplines and domains.	CT	50%	50%			
		US	25%	75%			
7.	Classroom arrangement is considered when planning.	CT	75%	50%			
		US	75%	25%			
8.	There is a balance between teacher initiated and student initiated activities.	CT	50%	50%			
		US	25%	75%			
9.	Lessons are developmentally appropriate in content.	CT	75%	25%			
		US	50%	50%			
10.	Scaffolding and appropriate motivational strategies are planned.	CT	50%	50%			
		US	50%	50%			
11.	Transitions are planned for and anticipated as part of learning.	CT	50%	50%			
		US	50%	50%			
<b>INSTRUCTIONAL PRACTICE</b>		<b>(NAEYC 4, 5; CEC 4)</b>					
12.	Instruction is energetic and enthusiastic.	CT	75%	25%			
		US	50%	50%			
13.	Instruction includes strategies to promote critical thinking, problem solving, and skills.	CT	25%	75%			
		US	25%	75%			
14.	Instruction is designed and implemented to maximize student engagement and success.	CT	50%	50%			
		US	50%	50%			
15.	Instruction is developmentally appropriate for the diverse groups in the class.	CT	75%	25%			
		US	50%	50%			
16.	Learning occurs though individual, small group and large group activities.	CT	75%	25%			
		US	50%	50%			
17.	Instructional content, materials, resources, and strategies are responsive to cultural, diverse, linguistic, and gender differences.	CT	50%	50%			
		US	25%	75%			
18.	Accommodations and adjustments for student learning are evident.	CT	75%	25%			
		US	50%	50%			
19.	Learning activities are appropriately sequenced.	CT	75%	25%			
		US	50%	50%			
20.	A variety of teaching aids and materials are appropriately and regularly used during instruction to enhance learning.	CT	50%	50%			
		US	25%	75%			
21.	Instruction is implemented with developmentally appropriate timelines.	CT	75%	25%			
		US	50%	50%			
22.	Technology and assistive devices are used as teaching tools.	CT	75%	25%			
		US	50%	50%			
23.	Materials and supplies are organized and accessible.	CT	75%	25%			
		US	50%	50%			
<b>Competencies</b>		<b>Rater</b>	4	3	2	1	0
<b>ASSESSMENT</b>		<b>(NAEYC 3 ; CEC 8)</b>					
24.	Authentic and performance assessment methods are used to monitor and determine student progress.	CT		75%	25%		
		US	25%	25%	25%		

25.	Standard assessments are used to monitor and record student progress.	CT		100%				
		US		100%				
26.	Assessment data are utilized to modify instruction for optimal learning for all students.	CT		75%	25%			
		US	25%	25%	25%			
27.	Results of informal and formal assessment are utilized to determine student understanding and progress.	CT		100%				
		US		100%				
28.	Formative assessment is integrated with instruction to make adjustments in lessons.	CT		100%				
		US	25%	75%				
<b>CLASSROOM ENVIRONMENT (NAEYC 1 ; CEC 5)</b>								
29.	Classroom is arranged to provide adequate space for small group and large group activities.	CT	75%		25%			
		US	50%	25%	25%			
30.	Classroom procedures and expectations are developed and implemented that promote pro-social behaviors.	CT	50%	50%				
		US	25%	75%				
31.	Classroom environment accepts and fosters diversity.	CT/US	75%	50%				
32.	Rules, expectations, routines, and procedures are clearly defined and communicated to students.	CT	75%		25%			
		US	50%		25%			
33.	Maintains a safe and healthy environment.	CT	75%	25%				
		US	50%	50%				
34.	Classroom climate is friendly, student-focused, and enjoyable.	CT	75%	25%				
		US	50%	50%				
35.	The environment fosters cultural understanding and emotional well-being of diverse groups within the class.	CT	75%					
		US		25%				
36.	Creates a climate of openness, inquiry, cooperation, and support.	CT	50%					
		US		50%				
<b>RELATIONSHIPS WITH OTHERS (NAEYC 1, 2, 4; CEC 5)</b>								
37.	Teacher shows respect for and treats all students equitably.	CT	75%	25%				
		US	50%	50%				
38.	The teacher accepts and values students from diverse cultures.	CT	75%	25%				
		US	50%	50%				
39.	Students' problems are addressed proactively and resources are provided for assistance as needed.	CT	75%	25%				
		US	25%	75%				
40.	Friendships and a sense of belonging are promoted among students.	CT	75%	25%				
		US	50%	50%				
41.	Appropriate behaviors and interpersonal skills are modeled.	CT	75%	25%				
		US	50%	50%				
42.	Works cooperatively with mentor teacher.	CT	75%	25%				
		US	50%	50%				
43.	Positive feedback is provided during lessons, guided practice, individual, and group work.	CT	75%	25%				
		US	50%	50%				
44.	Behavioral expectations are clearly defined and communicated.	CT	75%	25%				
		US	50%	50%				

45.	Strategies for conflict resolution are used when appropriate.	CT	50%	25%			25%
		US	25%	75%			
46.	Communication is respectful, positive, inviting, and professional.	CT	75%	25%			
		US	25%	25%			
47.	Responds promptly and appropriately to students.	CT	75%	25%			
		US	25%	25%			
48.	Ideas are expressed with clarity, fluency, and accuracy.	CT/US	100%	75%			
49.	Voice tone is varied, controlled, and appropriate..	CT	75%	25%			
		US	25%	25%			
50.	Appropriate vocabulary and Standard English are modeled in written and spoken communication.	CT	75%	25%			
		US	25%	25%			
51.	Creates clear communication systems between school and home.	CT	25%	25%			25%
		US	25%	75%			
52.	Communication encourages parent / family involvement.	CT	25%		25%		25%
		US	25%	50%	25%		
53.	Accepts constructive feedback.	CT	75%	25%			
		US	25%	25%			
54.	Participates in one school committee, IEP meetings, and team planning opportunities.	CT	25%	50%			
		US	25%	75%			
55.	Understands and follows the NAEYC and CEC Professional Code of Ethics.	CT	50%	25%			25%
		US	25%	75%			
56.	Engages in self-reflective behaviors to promote professional growth.	CT	50%	25%			25%
		US	25%	75%			
57.	Demonstrates professional characteristics of punctuality, flexibility, cooperation and responsibility.	CT	50%	50%			
		US	25%	75%			
58.	Maintains confidentiality in all aspects of work with students, families, and colleagues.	CT	25%	25%			25%
		US	25%	75%			
59.	Demonstrates understanding of federal and local laws.	CT/US	75%	100%			25%
60.	Demonstrates knowledge of school procedures and systems.	CT	50%	25%			25%
		US	75%	75%			
61.	Demonstrates an understanding for the goals and challenges of an inclusive classroom.	CT	50%	25%			25%
		US	25%	75%			