



**University of the Virgin Islands
 School of Education
 Bachelor of Arts in Education
 Inclusive Early Childhood
 Fall 2013**

Student Teacher Competency Evaluation

N=1

TO THE EVALUATOR: Place your evaluation in the appropriate column entitled “Rating.” The ST column is for the student teacher to do a self-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 “5” indicates a continuous outstanding or superior performance with unusual initiative and imagination.

A rating of “4” indicates that the student’s work is of a very good quality and is performed without much assistance.

A rating of “3” indicates generally satisfactory work with guidance and supervision, but denotes need for improvement. Is also indicates average performance for a student teacher in relation to his/her peers.

A rating of “2” indicates a definite weakness in the area. The student teacher however, seems capable of attaining satisfactory standards if carefully guided and supervised.

A rating of “1” indicates a very serious weakness and it is questionable whether the student can attain a satisfactory level of performance in that area even with continued help. (Please add a written comment for a “1” rating.)

Competencies		CT	US
PLANNING (NAEYC 5 CEC Standard 7)			
1.	Written lesson plans are prepared for daily lessons.	5	4
2.	Outcomes for students are clearly stated in measurable and observable terms.	5	5
3.	A variety of teaching strategies is planned with attention to varied needs and learning styles.	5	4

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

Competencies		CT	US
	student progress.	5	3
26.	Assessment data are utilized to modify instruction for optimal learning for all students.	5	2
27.	Results of informal and formal assessment are utilized to determine student understanding and progress.	5	2
28.	Formative assessment is integrated with Instruction to make adjustments in lessons.	5	2
CLASSROOM ENVIRONMENT (NAEYC 1 ; CEC 5)			
29.	Classroom is arranged to provide adequate space for small group and large group activities.	5	5
30.	Develop and implement classroom procedures and expectations that promote pro-social behaviors.	5	5
31.	Classroom environment accepts and fosters diversity.	5	5
32.	Rules, expectations, routines, and procedures are clearly defined and communicated to students.	5	5
33.	Maintains a safe and healthy environment.	5	5
34.	Classroom climate is friendly, student-focused, and enjoyable.	5	5
35.	The environment fosters cultural understanding and emotional well-being of diverse groups within the class.	5	5
36.	Creates a climate of openness, inquiry, cooperation, and support.	5	5
RELATIONSHIPS WITH OTHERS (NAEYC 1, 2, 4; CEC 5)			
37.	Teacher shows respect ---for and treats all students equitably.	5	5
38.	The teacher accepts and values students from diverse cultures.	5	5
39.	Students' problems are addressed proactively and resources are provided for assistance as needed	5	5
40.	Friendships and a sense of belonging are promoted among students.	5	5
41.	Appropriate behaviors and interpersonal skills are modeled.	5	5
42.	Works cooperatively with mentor teacher.	5	5
43.	Positive feedback is provided during lessons, guided practice, individual, and group work.	5	5
44.	Behavioral expectations are clearly defined and communicated.	5	5
45.	Strategies for conflict resolution are used when appropriate.	5	5

Competencies		CT	US
COMMUNICATION (NAEYC 4; CEC 6)			
46.	Communication is respectful, positive, inviting, and professional.	5	5
47.	Responds promptly and appropriately to students.	5	5
48.	Ideas are expressed with clarity, fluency, and accuracy.	5	5
49.	Voice tone is varied, controlled, and appropriate.	5	5
50.	Appropriate vocabulary and Standard English are modeled in written and spoken communication.	5	3
51.	Creates clear communication systems between school and home.	5	4
52.	Communication encourages parent / family involvement.	5	4
PROFESSIONALISM (NAEYC 6; CEC 9)			
53.	Accepts constructive feedback.	5	5
54.	Participates in one school committee, IEP meetings, and team planning opportunities.	5	5
55.	Understands and follows the NAEYC and CEC Professional Code of Ethics.	5	5
56.	Engages in self-reflective behaviors to promote professional growth.	5	5
57.	Demonstrates professional characteristics of punctuality, flexibility, cooperation and responsibility.	5	5
58.	Maintains confidentiality in all aspect of work with students, families, and colleagues.	5	5
59.	Demonstrates understanding of federal and local laws.	5	5
60.	Demonstrates knowledge of school procedures and systems.	5	5
61.	Demonstrates an understanding for the goals and challenges of an inclusive classroom.	5	5