



**University of the Virgin Islands
School of Education
Bachelor of Arts in Education
Inclusive Early Childhood
Spring 2014**

Student Teacher Competency and Evaluation Record

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 "5" rating.)

Competencies	CT	US
DAILY PLANNING (CEC Standard 7)		
1. Written daily lesson plans are completed.	4	4
2. Outcomes for students are clearly stated.	5	5
3. A variety of teaching strategies is used.	4	5
4. Assessment strategies are indentified and used.	4	5
5. Accommodations and adaptations for individualized instruction are evident.	4	5

6. Lessons are integrated across disciplines and domains.	4	5
7. Assessment guides planning.	4	4
8. Classroom management is considered when planning.	3	4
9. There is a balance between teacher initiated and student initiated activities.	5	4
10. Lessons are developmentally appropriate in content and implementation.	5	5
11. Scaffolding and appropriate motivational strategies are planned.	4	4
DEVELOPMENTALLY APPROPRIATE PRACTICE (NAEYC 1; CEC 2)		
12. Develop and implement classroom procedures and expectations that promote an effective developmentally appropriate learning environment.	4	5
13. A variety of instructional strategies in used responsive to varied needs and learning styles.	4	5
14. Knowledge of appropriate environments and practices is demonstrated.	5	5
15. There is a balance between child and initiated and teacher initiated learning.	5	5
16. Instruction includes strategies to promote critical thinking, problem solving, and skills.	5	5
17. Instruction is designed to maximize student engagement and success.	5	5
18. Cues are taken from the children to guide individualized learning.	5	5
19. Learning occurs through active participation and play.	4	5
20. Learning occurs though individual, small groups and large group's activities.	--	5
21. Instructional content, materials, resources, and strategies are responsive to cultural, linguistic, and gender differences.	5	5
TEACHING AIDS AND TECHNOLOGY (NAEYC)		
22. A variety of teaching aids and materials are used regularly in instruction.	4	5
23. Technology is used, when appropriate, as a teaching tool.	5	5
24. Materials and supplies ate organized and accessible.	5	5

ASSESSMENT (NAEYC 4; CEC 8)		
25. Authentic assessment methods are used to track student progress.	4	5
26. Standard assessments are used to track student progress.	4	5
27. Results of ongoing assessment are communicated to the mentor teacher and parents.	4	5
28. Results of informal and formal assessment are communicated to the mentor teacher and parents.	4	5
CLASSROOM ENVIRONMENT (NAEYC 4; CEC 5)		
29. Classroom is arranged to provide adequate space for independent, small group and large group activities.	5	5
30. Appropriate time periods are provided for activities/lessons.	5	5
31. Transitions are planned for, anticipated, and used as part of learning.	4	5
32. Rules, expectations, routines, and procedures are clearly defined and communicated to students.	5	--
33. Maintains a safe and healthy environment. Classroom climate is friendly, student-focused, and enjoyable.	5	--
RELATIONSHIPS WITH STUDENTS (NAEYC 1, 2, 4; CEC 3)		
34. Classroom climate is respectful to all.	5	--
35. A climate of cooperation is promoted.	5	--
36. Sincere efforts are made to know each student.	5	--
37. Students' problems are addressed and resources are provided for assistance.	4	--
38. Friendships and a sense of belonging are promoted among students.	5	--
39. Appropriate behaviors and interpersonal skills are modeled.	5	--
40. Positive feedback is provided during lessons, guided practice, individual, and group work.	5	--
41. Behavioral expectations are clearly defined and communicated.	5	--
42. Behavior problems are approached proactively.	--	--
43. Strategies for guiding behavior are appropriate for age and individual.	4	--
44. Strategies for conflict resolution are used when appropriate.	5	--

45. Students are held accountable for their behavior and work.	5	--
46. Discipline strategies are respectful and focus on learning skills.	5	--
COMMUNICATION WITH STUDENTS (NAEYC 4; CEC 6)		
47. Communication is respectful, positive, friendly, and inviting.	5	5
48. Responds promptly and appropriately to students.	5	4
49. Ideas are expressed with clarity, fluency, and accuracy.	5	5
50. Voice tone is varied.	5	5
51. Instruction is energetic and enthusiastic.	5	5
52. Loudness of voice is controlled and appropriate.	5	5
53. A variety of visuals are used to enhance learning and communicate ideas.	5	5
54. Appropriate vocabulary and Standard English are modeled in written and spoken communication.	5	5
55. Cultural and linguistic differences are respected.	5	5
56. Demonstrates clarity in writing.	5	3
COMMUNICATION WITH PARENTS (NAEYC 2; CEC 10)		
57. Creates clear communication systems between school and home.	3	4
58. Communication is respectful, positive, friendly, and inviting.	5	4
59. Encourages parent involvement.	4	4
60. Participates in parent-teacher conferences, open houses, PTA meetings, etc.	4	NA
COMMUNICATION WITH STAFF/PROFESSIONALS (NAEYC 5)		
61. Works cooperatively with mentor teacher.	5	5
62. Accepts constructive feedback.	5	5
63. Communication is respectful, positive, friendly, and inviting.	5	5
64. Participates in one school committee.	5	NA
65. Participates in IEP meetings.	NA	NA
66. Participates in team planning meetings.	5	5
PROFESSIONALISM (NAEYC 5; CEC 9)		
67. Understands and follows the NAEYC Professional Code of Ethics.	4	5

68. Engages in self-reflective behavior to evaluate teaching, seeking, and opportunities to grow professionally.	5	5
69. Demonstrates professional characteristics of punctuality, flexibility, cooperation and responsibility.	5	5
70. Maintains confidentiality in all aspect of work with students, families, and colleagues.	4	5
71. Demonstrates enthusiasm and initiative.	5	5
72. Demonstrates understanding of federal and local laws.	5	5
73. Demonstrates knowledge of school procedures and systems.	5	5