

## ECE Observation Block



### Early Childhood Education Practicum/Student Teaching Final Evaluation

#### Evaluation Information:

Date of Evaluation mm/dd/yyyy

Teacher Candidate

Teacher Candidate email

School name

Age level

University Supervisor Name

University Supervisor email

Cooperating Teacher name

Cooperating Teacher email

This evaluation is being completed by:

- Cooperating Teacher
- University Supervisor

Number of children enrolled in class:

NAEYC 1b:

Responding to multiple influences on development and learning.

**TARGET**

The learning experiences clearly demonstrated and specifically pointed to candidate's understanding of multiple influences (culture, linguistic contexts,

**ACCEPTABLE**

The learning experiences demonstrated that candidate considered some of the influences that positively and negatively impact children's development and was in

**UNACCEPTABLE**

Candidate focused on the negative aspects or impacts of family and community characteristics on children's learning and development. Candidate made minimal

relationships, SES, health-developmental status, media & technology) that positively and negatively impact children's development. Candidate effectively addressed developmental and contextual characteristics of young children and immediately took action when they learned new developmental information that will impact how children respond to learning experiences.



search of more knowledge that could explain these influences. Candidate took action to positively impact child outcomes during the experience with their current knowledge of each child.



attempt to positively respond to identified characteristics during experiences nor sought new information about children.



NAEYC 1c:

Using knowledge of child development to plan achievable and challenging curriculum for young children at various developmental levels.

### TARGET

Candidate used specific, current observations of development and learning to justify appropriateness of curriculum. Candidate planned curriculum that stretched and challenged the children's development and learning.

### ACCEPTABLE

Candidate built curriculum based on general observations of children's development and learning. Candidate designed curriculum to meet the children's current level of development and learning. They were supported in their

### UNACCEPTABLE

Candidate based curricular decisions on outdated or biased information regarding the children's development and learning. Candidate created curriculum that was not aligned with children's current development and learning. Children expressed



current levels but not moved forward.



through actions or words that they were bored or unengaged with experience.



Comments:

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NAEYC 2a:

Knowing about and understanding diverse family and community characteristics

**TARGET**

Candidate's understanding of family and community characteristics and unique strengths are reflected and honored on the objectives and processes of learning experiences. Candidate was able to provide a research-based rationale for incorporating family practices.



**ACCEPTABLE**

Candidate's understanding of family and community characteristics are aligned with the objectives and processes of learning experiences although not always justified through research.



**UNACCEPTABLE**

Candidate's understanding of family and community characteristics is not observable in the learning experiences OR not aligned with family and community characteristics.



NAEYC 2b:

Build reciprocal relationships to involve families in supporting their child's development.

**TARGET**

Candidate supported and engaged *each* family through respectful, reciprocal relationships and incorporated families' languages and cultures, strengths, expectations, values, and childrearing practices in learning experiences. Evidence demonstrated that candidate involves family members in gathering/sharing data when a problem arises and works directly with them to solve it jointly.

**ACCEPTABLE**

Candidate built respectful, positive relationships, taking families' preferences and goals into account. Evidence demonstrated that candidate considers family members to be resources for insight into their children, using that information to solve problems.

**UNACCEPTABLE**

Candidate treated each family the same, not accounting for variations in language, strengths, expectations, values and childrearing practices. Candidate solved problems unilaterally or with colleagues without seeking information or input from family members.



NAEYC 2b:

Build reciprocal relationships to involve families in supporting their child's development.

**TARGET**

Candidate demonstrated a variety of communication skills to foster formal and informal conversations, including appropriate uses of conferencing and technology to share children's work and to communicate with families. Candidate was proactive and

**ACCEPTABLE**

Candidate used a number of positive communication skills when interacting with families. Found ways to share children's work with families, although they may not always be effective. Candidate was more hesitant when parents did not display interest.

**UNACCEPTABLE**

Candidate used technology or another one approach as the basis for all communication with families. Candidate put responsibility of communication on parents and expected to be communicated frequently.



took initiative in  
communicating with families.



NAEYC 2c:

Involving families and communities in young children's development and learning

### TARGET

The learning experiences candidate planned encourage active engagement of families in school and incorporate family home practices in children's learning. Candidate modified family involvement practices in order to create more in-depth family involvement even when they already actively reached families.



### ACCEPTABLE

The learning experiences candidate planned allows family engagement at school and home and respects family home practices. Candidate modified their family involvement practices when they were not able to effectively reach families.



### UNACCEPTABLE

The learning experiences candidate planned does not consider family engagement at home or school as an integral part. Candidate did not modify their family involvement practices.



Comments:

NAEYC 3b:

Collaborate with families and with professional colleagues to identify children with special rights.

### TARGET

Candidate engaged in appropriate screening for each child, consistently sharing information about each child's development, strengths, and needs with cooperating teacher.

If the process revealed a child who might have special rights, candidate participates effectively as a member of an inter-professional team to conduct additional assessments and/or analyses.



### ACCEPTABLE

Candidate used at least one tool for screening purposes.

Assessment results are shared with cooperating teacher if candidate noticed an area of concern. Candidate attended inter-professional team meetings to learn more about how the referral/assessment process works.



### UNACCEPTABLE

Candidate did not complete the same assessments on each child; thus, has minimal evidence for judging when a child may need a referral. OR Results of assessments were not shared with cooperating teacher even when there is concern for a child. When another person raised an issue, candidate did not act as an inter-professional team member.



NAEYC 3c:

Using observation, documentation, and other appropriate assessment tools (through spontaneous observations, formative and summative, qualitative and standardized)

### TARGET

Candidate systematically collected for each child a variety of data in both formal and playful learning contexts and used the results to benefit the child. Candidate documented the learning and

### ACCEPTABLE

Candidate collected a variety of data in both formal and playful learning contexts, and reflects on them for each child. Candidate documented the learning and development of each child, reflecting on

### UNACCEPTABLE

Candidate randomly collected data on children's development and learning, rather than following a systematic plan for gathering it. OR relied primarily on one data source. Candidate

development of each child, providing insight into critical issues of justice and equity for children, families, and the profession.



how young children develop and respond to opportunities and obstacles in their lives.



documented the learning and development of children by focusing on their “cuteness,” weaknesses, or misconceptions.



NAEYC 3d:

Practicing responsible assessment to promote positive outcomes for each child (ideals/principles can be found in NAEYC’s Code of Ethical Conduct).

## TARGET

Candidate practiced ethical assessment (e.g., ideals and principles) that supports children, rather than being used to exclude them or deny them services.

Candidate modified assessments and otherwise accounted for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics in their analyses of the results.



## ACCEPTABLE

Candidate upheld select ethical principles for children such as confidentiality and using multiple, on-going sources of information.

Candidate provided some evidence of modifying assessment or accounting for diversity in their analyses of the results.



## UNACCEPTABLE

Candidate upheld select ethical principles for children such as confidentiality and using multiple, on-going sources of information.

Candidate provided some evidence of modifying assessment or accounting for diversity in their analyses of the results



Comments:



NAEYC 4a:

Establishing positive relationships in work with young children

### TARGET

Candidate displayed warm, nurturing interactions with each child, communicating genuine liking for and interest in young children's activities and characteristics.



### ACCEPTABLE

Candidate interacted sensitively with young children, responding to their individual characteristics, likes and dislikes.



### UNACCEPTABLE

Candidate acted disingenuously, made promises but did not keep them, or engaged with children in an emotionally stilted manner.



NAEYC 4b:

Applying effective strategies and tools for early education, including technology.

### TARGET

Candidate used emergent or project-based curriculum to seamlessly integrate academic content. Engaging conversations, open-ended, thought-provoking questions, provision of materials, and spontaneous activities are all evident in the candidate's

### ACCEPTABLE

Candidate created the learning environment to support planned and spontaneous interactions with materials that separate academic content areas. Used conversations and open-ended questions to engage children in thinking about each content area.

### UNACCEPTABLE

During the learning experiences, candidate did not utilize engaging conversations, thought provoking questions, provision of materials, or spontaneous activities. Candidate used technology for "edutainment" rather than to extend and

<p>repertoire of teaching skills. Candidate used a variety of technology to support learning in meaningful ways that best fit the task and the level of the children.</p>	<p>Candidate used technology to help children research or investigate questions.</p>	<p>deepen learning or focuses on “fun” games or rote learning.</p>
○	○	○

NAEYC 4c:

Using a broad repertoire of developmentally appropriate teaching/ learning approaches

### TARGET

### ACCEPTABLE

### UNACCEPTABLE

<p>Learning experiences included a broad repertoire of developmentally appropriate teaching/learning approaches such as fostering oral language and communication, teaching through social interactions and indoor and outdoor play, addressing children’s challenging behaviors and incorporating children’s language and culture.  Learning experiences demonstrate that candidate drew from a continuum of teaching strategies, purposefully set up the environment, schedule and routines to use time effectively,</p>	<p>Learning experiences included an appropriate but not well balanced variety of developmentally appropriate teaching/learning approaches. Learning experiences demonstrate that candidate generally used a continuum of teaching strategies, set up the environment, schedule and routines to use time feasibly, and generally focused on children’s individual or group characteristics, needs, and interests.</p>	<p>Learning experiences lacked a variety of developmentally appropriate teaching/learning approaches. Learning experiences lacked evidence of the use of a continuum of teaching strategies, and effective use of the environment, schedule and routines and did not consider children’s unique and group characteristics, needs, and interests.</p>
○	○	○

and focused on children's individual characteristics, needs, and interests.



NAEYC 4c:

Using a broad repertoire of developmentally appropriate teaching/ learning approaches.

### TARGET

During the learning experiences, candidate intentionally fostered critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization by embedding them in curriculum and teaching/learning process.



### ACCEPTABLE

During the learning experiences, candidate fostered some of the critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization by directly addressing them during teaching/learning process.



### UNACCEPTABLE

During the learning experiences, candidate failed to focus on the critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization.



Comments:

NAEYC 5b:

Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines (math, science, social studies, literacy, language arts, art, music, drama, movement, health, nutrition).

## TARGET

Learning experiences demonstrate that candidate has an in-depth understanding of content knowledge beyond isolated facts or information.

Evidence suggest that candidate was well-informed about the research base underlying the content, and emphasized essential concepts and inquiry tools of each content area that will serve as a foundation for later academic success. Learning experiences demonstrate that the candidate understands big ideas and ways of knowing in each discipline and fosters children's faith in themselves as learners of specific content areas.



## ACCEPTABLE

Learning experiences demonstrate candidate's understanding of content knowledge beyond facts. The learning experiences demonstrate candidate's understanding of distinct tools of research in each discipline.

Candidate used various themes or concepts in each discipline and was overall encouraging towards children's engagement in different ways of knowing.



## UNACCEPTABLE

There is evidence that candidate does not comprehend nor utilize content knowledge associated with classroom practice. Candidate did not distinguish among various tools of inquiry for each discipline. Children engage in each classroom practice similarly.



NAEYC 5c:

Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

## TARGET

Learning experiences demonstrate candidate's ability to go beyond their own basic knowledge and to use early learning standards, identify other sound resources such as books, Web resources, and individuals with content expertise to create meaningful and challenging curriculum for children with diverse backgrounds, abilities and interests.

The curriculum and the learning experiences reflect a clear emphasis on fostering children's ability to solve problems and think deeply, at their differing, individual levels.



## ACCEPTABLE

Learning experiences demonstrate candidate's ability to bring together a general variety of resources for creating curriculum and learning experiences for the diverse backgrounds, abilities and interests of every child.

The curriculum and the learning experiences reflect an indirect emphasis on group of children solving problems and thinking deeply.



## UNACCEPTABLE

Learning experiences do not provide evidence for candidate's use of sound knowledge base and resources and fails to challenge and provide meaningful content for young children. The curriculum and learning experiences emphasize telling and following directions.



NAEYC 5c:

Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**TARGET**

Learning experiences are designed as dynamic, and demonstrate that candidate critique and modify curriculum experiences using professional standards and research on child development and learning.



**ACCEPTABLE**

Learning experiences demonstrate candidate's general understanding of adaptive methods and ways to engage students when needed.



**UNACCEPTABLE**

Candidate sticks with initial plan and does not make adaptations to address standards, research, or to better engage children.



Comments:

NAEYC 6b:

Knowing about and upholding ethical standards and other early childhood professional guidelines.

**TARGET**

Candidate made it clear during the field work how they based their decisions for the professional dilemmas on the NAEYC Code of Ethical Conduct and used other professional guidelines to

**ACCEPTABLE**

Candidate implicitly displayed through documentation, or verbal discussions their ability to use NAEYC Code of Ethical Conduct and other professional guidelines to guide their decisions in order

**UNACCEPTABLE**

The decisions made did not reflect any knowledge base or philosophical stance to uphold high standards for ethics based on NAEYC Code of ethical conduct and other professional guidelines.

guide their decisions in order to ensure confidentiality, sensitivity, and respect for children, families and colleagues.



to ensure confidentiality, sensitivity, and respect for children, families.



NAEYC 6c:

Engaging in continuous, collaborative learning to inform practice;

Using technology effectively with young children, with peers, and as a professional resource.

## TARGET

An attitude of inquiry and collaboration seeking was evident in candidate's writing, discussion, and actions.

Candidate's communication behavior demonstrated a strong endeavor to negotiate, learn with and benefit from colleagues such as other candidates, higher education faculty, and experienced practitioners, as well as interdisciplinary collaboration with special educators and specialists working with children to ensure they fulfill their roles as a team member.



## ACCEPTABLE

Candidate displayed a positive attitude toward inquiry and collaboration as evident in reflections. Candidate displayed an emerging interest and willingness to negotiate, learn with, and benefit from colleagues and began learning about the roles/contributions of each colleague in different capacities.



## UNACCEPTABLE

Candidate made most of the decisions alone, and avoided collaboration when not required. Candidate displayed hesitancy or resentment toward constructive criticism or opportunities to collaborate to make decisions or appreciate the possible contributions of professional they worked with. Candidate did not view them as a member of the team.



NAEYC 6c:

Engaging in continuous, collaborative learning to inform practice;

Using technology effectively with young children, with peers, and as a professional resource.

### TARGET

Candidate demonstrated self-motivated, purposeful learning to directly influence the quality of work with young children, while also seeking ways to utilize technology more effectively.



### ACCEPTABLE

Candidate demonstrated purposeful learning when a challenge arose or when encouraged by colleagues while also beginning to learn how to utilize technology in their work.



### UNACCEPTABLE

Candidate displayed a content and self-sufficient attitude towards learning opportunities. Candidate avoided using any technology.



NAEYC 6d:

Integrating knowledgeable, reflective, and critical perspectives on early education

### TARGET

Candidate often displayed a “questioning” attitude and avoided becoming slate with traditional practices or uniform curricular approaches. Candidate displayed a willingness to change their practices to improve their work with children, justifying their decisions on professional knowledge.



### ACCEPTABLE

Candidate displayed a willingness to critically look at their practice and an emerging ability to use multiple resources to attend to various views and practices in the field. Candidate displayed a willingness to improve their work and avoided being content with traditional practices that are only justified as routines and rituals.

### UNACCEPTABLE

Candidate did not examine their practices, seek out information to improve their practices, or if did they rejected the information. Candidate took a defensive attitude toward their current practices when questioned or critiqued by resources or colleagues by directly or indirectly claiming “it works best for children” or “it is an





important tradition”, rather than critiquing one’s practices in light of research, best practices, and multiple perspectives.



Comments:

## CF Block

### College of Professional Studies Conceptual Framework

1. DEMOCRACY & COMMUNITY: Builds a community based on belief that each child/adolescent (c/a) can learn to high levels.

InTASC # 2

CAEP 3.3

**TARGET**

**ACCEPTABLE**

**UNACCEPTABLE**

Communicates through words and actions that each c/a can  
Communicates through words and actions that each c/a\* can  
Communicates through words and actions that some (not all)

learn to high levels.  
 Communicates faith in values, strengths, and competencies of each c/a and family.  
 Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a

○

learn to high levels.  
 Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.

○

c/a can learn to high levels.  
 Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.

○

Comments:

2. DEMOCRACY & COMMUNITY: Values diversity and uses it to create an inclusive classroom.

InTASC #2

CAEP 3.3

**TARGET**

Culturally responsive practices are evident in delivery of instruction. Works with c/a to address injustices in curriculum, society, or own lives.

**ACCEPTABLE**

Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.

○

**UNACCEPTABLE**

A single perspective dominates classroom materials, activities, and assignments.

○



Comments:

3. HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as teachers.

InTASC #9

### TARGET

Independently reflects on effectiveness of teaching by asking critical questions.

Approaches professional growth from a critical thinking, inquiry perspective.

Seeks out opportunities within learning environment to grow as a professional.



### ACCEPTABLE

Makes changes to practices in response to feedback.

Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and teacher research.



### UNACCEPTABLE

Overly dependent on feedback from others OR Disregards feedback provided.

Actively avoids engaging intellectually in professional development opportunities.



Comments:

4. HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC #7

CAEP 3.3

### UNACCEPTABLE

Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate.

### TARGET

Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating).

Ties together multiple pathways so that similarities and differences are understood by c/a.



### ACCEPTABLE

Creates a context that is supportive in developing c/a's habits of mind.

Encourages multiple pathways for solving problems.

Judiciously utilizes worksheets or tests.



Teaches one way to solve a problem and accepts only that method.

Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.



Comments:

5. **ADVOCACY:** Persistent in advocating for and promoting profession.

InTASC #10

CAEP 3.3

**TARGET**

Advocates for the profession by speaking or acting publically on issues facing schools, teachers, families, students, or communities.



**ACCEPTABLE**

Projects positive view of profession when communicating with others about children, adolescents, families, colleagues, or the profession.



**UNACCEPTABLE**

initiates or adds to negativity about c/a, families, colleagues, or the profession, projecting a negative view of the profession to others.



Comments:

6. **ADVOCACY:** Willingness to collaborate to help each child learn.

InTASC #9

CAEP 3.3

**TARGET**

Collaborates with family members and other teachers to create innovative solutions that support each c/a's success.

**ACCEPTABLE**

Coordinates actions with colleagues to meet students' learning needs.

**UNACCEPTABLE**

Important educational decisions are made independently without communicating with family members or colleagues.



Comments:

**COMMENTS - FOR FINAL PRACTICUM EVALUATION ONLY:**

**This feedback is an important part of the evaluation for the Practicum teacher.** This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the practicum teacher's skills. Please discuss strengths that the candidate showed and areas that they could continue to improve. Please remember that many times candidates are required to include this as part of their job application packet.

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