

University of Wisconsin-Whitewater  
Early Childhood Major – College of Education  
Evaluation of Clinical Experiences

**Student:** \_\_\_\_\_ **Placement:** \_\_\_\_\_

**Areas of Licensure:** ECSE / ECE **Level of Licensure:** EC: 0-8 yrs. / Other: \_\_\_\_\_ **Type of Experience:**  Fieldwork (one evaluation required)  
(circle all that apply)  Directed Teaching  Practicum (two evaluations required)

**Evaluation Period:**  Birth to Three (HS/ EI/ Child Care)  Preschool (HS/ ECSE/ Child Care)  Kindergarten  1<sup>st</sup> to 3<sup>rd</sup> Gr. (SE/RE)  
(circle all that apply HS =Head Start; EI = Early Intervention; ESCE= Early Childhood Special Education; SE=Special Education; RE= Regular Education)

**Evaluator:**  Student  Cooperating Teacher  University Supervisor **Name of Evaluator:** \_\_\_\_\_

**Directions:** Please rate performance on each of the 10 Wisconsin Teaching Standards and the related CEC Knowledge and Skills and NAEYC Standards. It may be helpful to check the boxes before each knowledge and skill statement that apply to the setting. Provide an overall rating on the entire standard using the scale provided below. In the Comments section, describe any specific activities or tasks, which provide demonstration of the standard.

Wisconsin Teaching Standards CEC Knowledge and Skills NAEYC Initial Licensure Standards	1 <sup>st</sup> Eval	2 <sup>nd</sup> Eval	Comments/Evidence of Demonstration
<b>WTS 1: Understands concepts, tools of inquiry, &amp; structures of the discipline; CEC Standard 1 - Foundations; NAEYC Standard 4 – Teaching and Learning</b>	Date	Date	
Understands historical and philosophical foundations, current trends and issues, and law and policies that affect students, families, and programs for young children both with and without exceptional learning needs. The student <input type="checkbox"/> Knows, understands, and uses a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning; <input type="checkbox"/> Understands the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen her/his understanding; <input type="checkbox"/> Uses her/his own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that	Overall Rating	Overall Rating	

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<b>4 Advanced</b>	Complete and outstanding demonstration; exceeds level expected	Performs skill at level of an experienced teacher, requires no supervision
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<p>promotes comprehensive developmental and learning outcomes for all young children;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands legal and programmatic aspects of State and National early education policies such as program licensing rules and teaching licensure requirements;</li> <li><input type="checkbox"/> Understands legal and programmatic aspects of developing and writing program handbooks, IFSPs, and IEPs.</li> </ul>			
<b>WTS 2: The teacher understands how children with a broad ability learn; CEC Standard 2 - Development and Characteristics of Learners; NAEYC Standard 1 Promoting Child Development</b>	Date	Date	
<p>Knows typical and atypical early childhood development as related to young children’s characteristics and needs including an understanding of the</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effects of biological and environmental factors (including family systems, stress and trauma, medical conditions, protective factors and resilience, and supportive relationships) on pre-, peri-, and postnatal development of young children;</li> <li><input type="checkbox"/> Impact of medical conditions on family concerns, resources, and priorities;</li> <li><input type="checkbox"/> Significance of sociocultural and political contexts for the development and learning of young children;</li> <li><input type="checkbox"/> Multiple interacting influences on young children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</li> </ul>	Overall Rating	Overall Rating	
<b>WTS 3: The teacher understands how pupils differ in their approaches to learning; CEC Standard 3 - Individual Learning Differences; NAEYC Standard 2 – Family and Community Relationships and 4b Developmentally Effective Approaches</b>	Date	Date	
<p>Knows and understands the effects an exceptional condition(s) can have on an individual’s life including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The influences of various beliefs, traditions, values, and cultural perspectives on the relationships among families, schools, and</li> </ul>	Overall Rating	Overall Rating	

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<p>communities related to schooling;</p> <ul style="list-style-type: none"> <li>❑ The use of instructional practices based on knowledge of the child, family, community, and the curriculum to positively influence children's development and learning;</li> <li>❑ The use of a variety of instructional strategies and supports to accommodate individual children's learning styles and special needs.</li> </ul>			
<b>WTS 4: The teacher understands how to use a variety of instructional strategies; CEC Standard 4-Instructional Strategies; NAEYC Standard 4 - Teaching and Learning</b>	Date	Date	
<p>Uses effective strategies to facilitate integration by:</p> <ul style="list-style-type: none"> <li>❑ Selecting, adapting, and using instructional strategies and materials according to characteristics of the individual child with and without exceptional learning needs;</li> <li>❑ Working with families to prepare young children for successful transitions into future educational settings;</li> <li>❑ Designing and using one-to-one, small-group, and large-group instructional strategies that encourage young children to practice problem solving, communication, creative expression, and self-assessment skills;</li> <li>❑ Using strategies to facilitate maintenance and generalization of skills across learning environments;</li> <li>❑ Using supportive approaches and procedures to increase young children's self-awareness, self-management, self-control, self-reliance, and self-esteem.</li> </ul>	Overall Rating	Overall Rating	
<b>WTS 5: The teacher uses an understanding of individual and group motivation and behavior CEC Standard 5-Learning Environments and Social Interactions / NAEYC #1 – Promoting Child Development and Learning; #3 – Observing to Support Young Children and Families</b>	Date	Date	
<p>Knows how to design, create, and evaluate safe, equitable, positive, and supportive learning environments in which diversities are valued to assure developmental and functional appropriateness using specific skills</p>	Overall Rating	Overall Rating	

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related to: <input type="checkbox"/> Providing stimuli-rich indoor and outdoor environments that employ materials, media, and technology, including adaptive and assistive technology; <input type="checkbox"/> Maximizing young children’s progress in group and home settings through organization and evaluation of the physical, temporal, and social environments; <input type="checkbox"/> Using health appraisal procedures and making referrals as needed; <input type="checkbox"/> Implementing nutrition plans and feeding strategies; <input type="checkbox"/> Designing and modifying learning environments that encourage children’s active participation in individual and group activities; <input type="checkbox"/> Structuring, directing, and supporting the activities of paraeducators and volunteers.			
<b>WTS 6: The teacher uses effective verbal and nonverbal communication; CEC Standard 6 – Language; NAEYC Standard 4a - Connecting with Children and Families</b>	Date	Date	
Supports and facilitates family and child interactions as primary contexts for learning and development and achieves this through: <input type="checkbox"/> An understanding of communication styles among cultures that can lead to misinterpretation and misunderstanding; <input type="checkbox"/> Creating respectful, reciprocal relationships that support and empower families, and to involve families in their children’s development and learning; <input type="checkbox"/> Using communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language; <input type="checkbox"/> Applying augmentative, alternative, and assistive communication strategies; <input type="checkbox"/> Working with speech and language pathologists and/or interpreters to design and provide communication supports and interventions for young children.	Overall Rating	Overall Rating	

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<b>WTS 7: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals; CEC Standard 7 - Instructional Planning; NAEYC # 1 - Child Development and Learning, # 4 - Teaching and Learning</b>	Date	Date	
<p>Demonstrates understanding of the scope and sequences of developmentally appropriate and individualized curricula by integrating general knowledge of academic disciplines into the design and planning of learning experiences and instruction of all young children by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing and selecting instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;</li> <li><input type="checkbox"/> Implementing developmentally and functionally appropriate individual and group activities including play, environmental routines, family-mediated activities, group projects, cooperative learning, inquiry experiences, embedded learning opportunities, and systematic instruction.</li> <li><input type="checkbox"/> Designing and implementing sensory stimulation programs;</li> <li><input type="checkbox"/> Applying technology for planning and managing daily tasks;</li> <li><input type="checkbox"/> Using task analysis and functional assessments to plan and implement individualized academic programs, positive behavior support, and environmental modifications;</li> <li><input type="checkbox"/> Developing and implementing comprehensive, individualized programs (i.e. IFSP, IEP, 504 plans, or health care plans) for children with special needs in collaboration with professionals, families, and special service providers;</li> <li><input type="checkbox"/> Designing intervention strategies incorporating information from multiple disciplines;</li> <li><input type="checkbox"/> Identifying and prioritizing areas of the general curriculum needing accommodations;</li> <li><input type="checkbox"/> Preparing and organizing age and ability appropriate specialized curricula, materials and lesson plans;</li> <li><input type="checkbox"/> Directing roles and responsibilities of the paraeducator.</li> </ul>	Overall Rating	Overall Rating	

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<b>WTS 8: The teacher uses formal and informal assessment strategies; CEC Standard 8- Assessment; NAEYC # 3 – Observing, Documenting, and Assessing to Support Young Children and Families</b>	Date	Date	
<p>Understands the goals, benefits, and uses of assessment and knows how to link assessment to instructional planning and program evaluation by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selecting, adapting, and using specialized formal and informal assessments for infants, young children and their families;</li> <li><input type="checkbox"/> Participating as a team member to integrate assessment results in the development and implementation of individualized family service plans and individual education plans;</li> <li><input type="checkbox"/> Assisting families in identifying their concerns, resources, and priorities;</li> <li><input type="checkbox"/> Evaluating services with families;</li> <li><input type="checkbox"/> Creating and maintaining records;</li> <li><input type="checkbox"/> Reporting assessment results to all stakeholders using effective communication skills;</li> <li><input type="checkbox"/> Evaluating instruction and monitoring progress of individuals;</li> <li><input type="checkbox"/> Using technology to conduct assessments.</li> </ul>	Overall Rating	Overall Rating	
<b>WTS 9: The teacher is a reflective practitioner CEC Standard 9 – Professional and Ethical Practice / NAEYC</b>	Date	Date	
<p>Demonstrates an understanding of the continuum of lifelong professional development by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practicing within the NAEYC Code of Ethical Conduct, the CEC Code of Ethics, and other standards of the early childhood profession;</li> <li><input type="checkbox"/> Conducting professional activities in compliance with applicable laws and policies;</li> <li><input type="checkbox"/> Participating in activities of professional organizations and using research findings and theories to guide practice and advocacy of appropriate services;</li> <li><input type="checkbox"/> Engaging in professional activities that benefit students, their families, and one's colleagues;</li> </ul>	Overall Rating	Overall Rating	

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Applying models of team process in early childhood settings;</li> <li><input type="checkbox"/> Demonstrating sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;</li> <li><input type="checkbox"/> Using verbal, nonverbal, and written language effectively;</li> <li><input type="checkbox"/> Developing, implementing, and evaluating a professional development plan relevant to one's work with young children.</li> </ul>			
<b>WTS 10: The teacher fosters relationships; CEC Standard 10-Collaboration; NAEYC # 2 – Building Family and Community Relationships</b>	Date	Date	
Collaborates with families, community service providers, school professionals, and members of community organizations in integrating young children into various settings by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicating with families, professionals, and policy makers about the characteristics and needs of all young children;</li> <li><input type="checkbox"/> Co-planning, co-teaching, modeling, and coaching of instructional methods and accommodations, appropriate behavior management and counseling techniques, and transitional programming;</li> <li><input type="checkbox"/> Interacting with paraeducators;</li> <li><input type="checkbox"/> Establishing and maintaining positive collaborative relationships with families that result in mutual empowerment to support young children's development and learning.</li> </ul>	Overall Rating	Overall Rating	

Overall comments:

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