

University of Wisconsin-Whitewater  
 Early Childhood Major – College of Education  
 Evaluation of Field-Based Assignments

**Dear collaborating teacher:**

Thank you for working with a student in the early childhood education program at UW-Whitewater. The attached evaluation form is used to document the student’s experiences, knowledge, and skills in all field-based assignments including Head Start, Child Care, Infant/Toddler or Birth to Three, Early Childhood Special Education, Kindergarten, and Early Elementary Regular and Special Education Placements. The purpose and use of the evaluation form are explained in the following paragraphs.

The faculty members of the Early Childhood Program have decided to use the same evaluation form for all fieldwork and student teaching placements. Using the same form for all placements allows for the student as well as the faculty to see growth or regression over time. This technique also offers the faculty to collect data using a consistent data collection tool.

When students complete **fieldwork**, it may be that not all items within standards are observed or evident. It is expected that there will be items which are marked as Not Yet Observed or NA. During fieldwork assignments the evaluation tool only needs to be completed once.

During each of the **student teaching** experiences all of the standards-based items should be observed, evaluated, and evidence described by the cooperating teacher. The evaluation tool can be used as a goal setting document at the beginning of a student teaching experience. However, the evaluation form needs to be completed twice during the student teaching experience and the student should also complete the form halfway through the student teaching assignment. Students are responsible for downloading the evaluation tool and making it available for cooperating teachers. This is a newly adapted evaluation tool, which will be available on-line soon. We acknowledge the contributions of the second cohort of students (class of 2005) in adapting the evaluation to make it a more user-friendly tool.

**Directions for completing the form:** Please rate performance on each of the 10 Wisconsin Teaching Standards and the related Council for Exceptional Children (CEC) Knowledge and Skills and National Association for the Education of Young Children (NAEYC) Standards by giving one overall score for each standard. Describe *HOW* the student is demonstrating knowledge and skills related to the questions that apply to your setting. Describe additional experiences and observations as related to each of the ten standards. Provide an overall rating for each standard using the scale provided below.

	College of Education Scale	Department of Special Education Scale
<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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Student: \_\_\_\_\_ Placement: \_\_\_\_\_

Student ID: \_\_\_\_\_

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. Describe *HOW* the student is demonstrating knowledge and skills related to the questions that apply to your setting. Describe additional experiences and observations as related to each of the ten standards. Provide an overall rating for each standard using the scale provided below.

<b>WTS 1: The teacher understands concepts, tools of inquiry, &amp; structures of the discipline; CEC Standard 1 - Foundations; NAEYC Standard 4 – Teaching and Learning</b>	Date	Date	<b>Descriptions of student’s experiences, knowledge, and skills based on observations and conversations with the student.</b>
Understands historical and philosophical foundations, current trends and issues, and laws and policies that affect students, families, and programs for young children both with and without exceptional learning needs. <i>Describe the student’s experiences, knowledge, and skills related to the following questions</i> <input type="checkbox"/> <i>How is the student able to switch strategies or approaches with a child or group of children when one approach is not working effectively?</i> <input type="checkbox"/> <i>How does the student use resources to find out information when unsure on a specific topic (i.e. by reading books or articles, the internet, or asking other professionals)?</i> <input type="checkbox"/> <i>How does the student modify lessons based on curriculum plans to meet learning needs of all of the children participating in the lessons?</i>	Mid Rating For St. 1:	Final Rating For St. 1:	

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<input type="checkbox"/> <i>What is the student's understanding of laws, regulations, and policies related to developing and writing handbooks, IEPs, and IFSPs?</i> <input type="checkbox"/>			
<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	<b>Descriptions of student's experiences, knowledge, and skills based on observations and conversations with the student.</b>
Knows typical and atypical early childhood development as related to young children's characteristics and needs. <i>Describe the student's experiences, knowledge, and skills related to the following questions.</i> <input type="checkbox"/> <i>How does the student talk about families' and children's unique experiences, medical histories, and overall developments?</i> <input type="checkbox"/> <i>How does the student work with families whose concerns, needs, resources, and priorities are impacted by their children's special needs?</i> <input type="checkbox"/> <i>How does the student interact with and talk about families whose economic, social, or cultural backgrounds are different from her/his own?</i> <input type="checkbox"/> <i>How does the student interact with children to demonstrate her/his concern for creating healthy, respectful, and supportive learning environments?</i> <input type="checkbox"/>	Mid Rating For St. 2:	Final Rating For St. 2:	
<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	<b>Descriptions of student's experiences, knowledge, and skills based on observations and conversations with the student.</b>
Knows and understands the effects an exceptional condition(s) can have on an individual's life. <i>Describe the student's experiences, knowledge, and skills related to the following questions:</i>	Mid Rating For St. 3:	Final Rating For St. 3:	

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<ul style="list-style-type: none"> <li><input type="checkbox"/> How does the student gather and link knowledge about families' beliefs, traditions, values, and cultural perspectives to her/his interactions with families, program staff, and people in the larger community of the program?</li> <li><input type="checkbox"/> How does the student plan instruction based on her/his knowledge of the child, family, and community; and the curriculum that may be used in the program?</li> <li><input type="checkbox"/> How does the student design and use a variety of instructional strategies (i.e. curriculum modifications, embedded learning opportunities) that meet children's unique learning styles and special needs?</li> <li><input type="checkbox"/></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	<b>Descriptions of student's experiences, knowledge, and skills based on observations and conversations with the student.</b>
Uses effective strategies to facilitate integration. <i>Describe the student's experiences, knowledge, and skills related to the following indicators.</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the student adapt her/his teaching style based on other people's suggestions when a strategy she/he has used is not working well?</li> <li><input type="checkbox"/> How does the student demonstrate her/his ability to provide resources for families who have questions or concerns?</li> <li><input type="checkbox"/> How does the student interact with individual children, children in small groups, and children in large groups to encourage communication, problem solving, and creative expression?</li> <li><input type="checkbox"/> How does the student expand children's learning opportunities to other learning environments to help children apply what they learn to other contexts?</li> <li><input type="checkbox"/> How does the student demonstrate the ability to design age</li> </ul>	Mid Rating For St. 4:	Final Rating For St. 4:	

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<i>appropriate and developmentally appropriate learning opportunities that are stimulating and appropriately challenging for children?</i> <input type="checkbox"/>			
<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	<b>Descriptions of student’s experiences, knowledge, and skills based on observations and conversations with the student.</b>
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. <i>Describe the student’s experiences, knowledge, and skills related to the following questions.</i> <input type="checkbox"/> <i>How does the student demonstrate knowledge about creating and implementing developmentally appropriate indoor and outdoor environments and activities that engage children in exploration and learning?</i> <input type="checkbox"/> <i>How does the student demonstrate an understanding of the importance of organizing social (group) activities as well as individual activities and create opportunities for each to occur?</i> <input type="checkbox"/> <i>How does the student organize and evaluate whether the physical, temporal, and social environments children are learning in are helping them succeed and progress?</i> <input type="checkbox"/> <i>How does the student demonstrate her/his knowledge about the nutrition and health needs of the children?</i> <input type="checkbox"/> <i>How does the student collaborate with co-workers to effectively structure and direct learning activities?</i> <input type="checkbox"/>	Mid Rating For St. 5:	Final Rating For St. 5:	
<b>WTS 6: The teacher uses effective verbal and nonverbal</b>	Date	Date	<b>Descriptions of student’s experiences, knowledge, and skills</b>

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<b>communication; CEC Standard 6 – Language; NAEYC Standard 4a - Connecting with Children and Families</b>			<b>based on observations and conversations with the student.</b>
Supports and facilitates family and child interactions as primary contexts for learning and development. <i>Describe the student's experiences, knowledge, and skills related to the following questions.</i> <input type="checkbox"/> <i>How does the student work through situations in which misinterpretations or misunderstandings need to be clarified and solved?</i> <input type="checkbox"/> <i>How does the student communicate with families and empower families to participate in the education of their child?</i> <input type="checkbox"/> <i>How does the student use specific resources to facilitate understanding of subject matter for students whose communication needs require special considerations (i.e. primary language is not the dominant language such as Spanish or American Sign Language; augmentative, alternative, and assistive communication strategies such as communication boards or devices)?</i> <input type="checkbox"/> <i>How does the student work and communicate with other professionals in the room/program?</i> <input type="checkbox"/>	Mid Rating For St. 6:	Final Rating For St. 6:	
<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	<b>Descriptions of student's experiences, knowledge, and skills based on observations and conversations with the student.</b>
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. <i>Describe the student's experiences, knowledge, and</i>	Mid Rating For St. 7:	Final Rating For St. 7:	

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<p><i>skills related to the following questions.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>How does the student use curriculum plans, develop lesson plans, and select activities and materials that help all children learn?</i></li> <li><input type="checkbox"/> <i>How does the student observe children to see if they are participating and if activities are developmentally appropriate?</i></li> <li><input type="checkbox"/> <i>How does the student support the planning and implementation of group activities including play, daily routines, group projects, exploration, embedded learning, systematic instruction, and activities that invite families to participate?</i></li> <li><input type="checkbox"/> <i>How does the student plan activities that help children to use their senses?</i></li> <li><input type="checkbox"/> <i>How does the student use computers to develop sheets for plans, checklists, and other forms needed?</i></li> <li><input type="checkbox"/> <i>How does the student plan for activities that need to be broken down into smaller steps and assures that children’s independent needs for areas such as positive behavior support and environmental modifications are met?</i></li> <li><input type="checkbox"/> <i>How does the student collaborate to develop and implement individualized plans for children with special needs (i.e. IFSP, IEP, 504 plans, or health care plans)?</i></li> <li><input type="checkbox"/> <i>How does the student suggest ideas for how children with varying developmental needs can be included to successfully participate in daily activities and lessons?</i></li> <li><input type="checkbox"/> <i>How does the student work with other staff members and if appropriate delegate responsibilities?</i></li> <li><input type="checkbox"/></li> </ul>			
<p><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></p>	Date	Date	<p><b>Descriptions of student’s experiences, knowledge, and skills based on observations and conversations with the student.</b></p>

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the goals, benefits, and uses of assessment and knows how to link assessment to instructional planning and program evaluation. <i>How does the student demonstrate experience, knowledge, and skills related to the following indicators?</i></li> <li><input type="checkbox"/> <i>Selecting, adapting, and using specialized formal and informal assessments for infants, young children and their families;</i></li> <li><input type="checkbox"/> <i>Participating as a team member to integrate assessment results in the development and implementation of individualized family service plans and individual education plans;</i></li> <li><input type="checkbox"/> <i>Assisting families in identifying their concerns, resources, and priorities;</i></li> <li><input type="checkbox"/> <i>Evaluating services with families;</i></li> <li><input type="checkbox"/> <i>Creating and maintaining records;</i></li> <li><input type="checkbox"/> <i>Reporting assessment results to all stakeholders using effective communication skills;</i></li> <li><input type="checkbox"/> <i>Evaluating instruction and monitoring progress of individuals;</i></li> <li><input type="checkbox"/> <i>Using technology to conduct assessments.</i></li> <li><input type="checkbox"/></li> </ul>	Mid Rating For St. 8:	Final Rating For St. 8:	
<b>WTS 9: The teacher is a reflective practitioner CEC Standard 9 – Professional and Ethical Practice / NAEYC</b>	Date	Date	<b>Descriptions of student’s experiences, knowledge, and skills based on observations and conversations with the student.</b>
<p>Demonstrates an understanding of the continuum of lifelong professional development. <i>Describe the student’s experiences, knowledge, and skills related to the following questions.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>How does the student show active participation, interest, and understanding related to the following professional activities:</i></li> <li><input type="checkbox"/> <i>Abiding by rules and ethical practices of early childhood organizations such as NAEYC and the Division for Early Childhood (DEC).</i></li> <li><input type="checkbox"/> <i>Sponsoring and working for a family fun night</i></li> <li><input type="checkbox"/> <i>Using family friendly language</i></li> </ul>	Mid Rating For St. 9:	Final Rating For St. 9:	

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Using people first language</li> <li><input type="checkbox"/> Providing multicultural books, activities and toys in the program/classroom</li> <li><input type="checkbox"/> Publishing a regular newsletter for families</li> <li><input type="checkbox"/> Developing a format for daily communication with families and other team members</li> <li><input type="checkbox"/> Participating and attending professional meetings</li> <li><input type="checkbox"/> Joining and participating in professional organizations</li> <li><input type="checkbox"/> Developing a plan for continuous professional development.</li> <li><input type="checkbox"/></li> </ul>			
<b>WTS 10: The teacher fosters relationships; CEC Standard 10-Collaboration; NAEYC # 2 – Building Family and Community Relationships</b>	Date	Date	<b>Descriptions of student’s experiences, knowledge, and skills based on observations and conversations with the student.</b>
<p>Collaborates with families, community service providers, school professionals, and members of community organizations to integrate young children into various settings. <i>Describe the student’s experiences, knowledge, and skills related to the following questions.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How is the student accessible for families, staff, and others in the community?</li> <li><input type="checkbox"/> How does the student incorporate fun introduction ideas for all families (such as “All about me Books,” and Family Fun Nights)?</li> <li><input type="checkbox"/> How does the student advocate for each child?</li> <li><input type="checkbox"/> How does the student work and solve problems when working with other professionals?</li> <li><input type="checkbox"/> How does the student plan and use co-teaching in the program?</li> <li><input type="checkbox"/> How does the student model appropriate behavior for her/his students?</li> <li><input type="checkbox"/> How does the student contribute to managing a classroom that feels comfortable and welcoming for everyone?</li> <li><input type="checkbox"/></li> </ul>	Mid Rating For St. 10:	Final Rating For St. 10:	

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*Overall Comments:*

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