

UA Birth to PreK Teacher Candidate Midterm/Final Evaluation

Teacher Candidate:	Supervising Practitioner:	Program Supervisor:	
Site(s):	Grade Level(s):	Midterm Date:	Final Date:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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I. The Learner and Learning		
<i>Demonstrates an understanding of the ways that child development and learning occur in multiple contexts; including family, culture, language, community, and the early childhood setting.</i>	Midterm	Final
Uses the knowledge of the developmental period of early childhood from Birth-PreK, including physical, cognitive, social and emotional, and linguistic domains, to make evidence-based decisions that support individual children and learning in cultural contexts <i>(InTASC 1, NAEYC 1)</i>		
Makes decisions that value each child as an individual with unique variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices <i>(NAEYC 1)</i>		
Interactions with students and lesson plans evidence an understanding of learner characteristics and trajectories, including language diversity <i>(NAEYC 4c, InTASC1)</i>		
Demonstrates that children are consistently valued, acknowledged, and encouraged <i>(The Visionary Director*)</i>		
Provides opportunities for self-help and independence <i>(The Visionary Director*)</i>		
Refers one child to another for collaboration, help and/or problem solving <i>(The Visionary Director*)</i>		
Demonstrates positive, caring, supportive relationships with young children’s families and communities <i>(NAEYC 2)</i>		
Connects with families to create foundations for learning, which includes children’s funds of knowledge, to inform instruction <i>(NAEYC 4)</i>		
Understands cultural knowledge within the community. That is, what has been done to learn about the community and its culture? <i>(InTASC 2, NAEYC 4)</i>		

Comments on The Learner and Learning

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II. Families and Communities

Teacher candidate demonstrates an understanding that teaching the whole young child occurs only when family and community are involved, embraced, and reflected in the school context.

Establishes collaborative relationships with each family <i>(CREATE 4)</i>		
Co-creates respectful and reciprocal family and community relationships <i>(NAEYC 2)</i>		
Co-creates an environment that reflects family compositions, culture, and language <i>(NAEYC 1)</i>		
Connects with the learner and families through understanding of cultural context <i>(InTASC 3.5, CREATE 1)</i>		

Comments on Families and Communities

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III. Positive Learning Environment

Teacher candidate creates a collaborative environment that supports individuals as self-motivated, active learners and members of broader communities.

Co-creates an environment in which each learner can achieve their full potential through active engagement, challenges, and promotion of self motivation <i>(InTASC 1, NAEYC 4, ISTE 1.1b)</i>		
Invitations are created to increase reasoning, problem-solving, engaging with others, etc. <i>(NAEYC 4b, InTASC 5)</i>		
Supports diverse learning styles, abilities, skills and interests through active measures <i>(InTASC 2, NAEYC 4)</i>		
Maintains a classroom that is healthy, open, respectful, collaborative, supportive, and engaging <i>(InTASC 2, NAEYC 4)</i>		
Establishes and implements shared values for mutual respect and quality work <i>(NAEYC 4)</i>		
Makes effective use of time, space, and high interest materials to engage learner attention in ways that encourage them to experiment and learn <i>(NAEYC 4, ISTE 2.5.b)</i>		
Develops, implements, and clearly communicates norms, expectations, routines, and procedures <i>(NAEYC 4, ISTE 2.6.b)</i>		
Co-creates a classroom that promotes and reflects family and the community <i>(NAEYC 1)</i>		
Children are given opportunities to learn and develop social emotional skills through exploration and play <i>(NAEYC 1, 4)</i>		
Teacher candidate creates opportunities to work with individual children and small groups on specific skills <i>(NAEYC 1, InTASC 3)</i>		

Comments on Positive Learning Environment

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IV. Instructional Practice and Content

Within this domain, teacher candidate demonstrates pedagogical content knowledge, including how young children learn in each discipline. Teacher candidate also demonstrates competency in creating family, community, and school partnerships that support young children’s learning.

Family and Community Collaboration

Uses student and community funds of knowledge to co-create invitations that are relevant to and motivating for students (NAEYC 2)

Regularly communicates about children with other relevant adults (verbally and non verbally) in ways that demonstrate respect for and responsiveness to the cultural backgrounds of their students (InTASC 3, NAEYC 2, ISTE 2.4.d)

Educational Invitations

Teacher candidate creates engagements that honor each child as individuals with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning as follows: (NAEYC 1b)

Individualization of Instruction based on Experiences

Individualization of Instruction based on Strengths and Challenges

Individualization of Instruction based on Interests

Individualization of Instruction based Approaches to Learning

- Supports children’s autonomy in making collaborative and independent decisions during play and learning (ISTE 2.6 a. The Visionary Director)

Uses a broad repertoire of developmentally appropriate, culturally and linguistically sustaining evidence-based teaching skills and strategies that are bias -ree and reflective of the instructional practices that are: (InTASC 1b, InTASC 2a)

- Responsive to Learning Trajectories within Teaching that is Developmentally Appropriate
- Responsive to Learning Trajectories within Teaching that is Culturally Sustaining

Responsive to Learning Trajectories within Teaching that is Linguistically Sustaining

Responsive to Learning Trajectories within Teaching that is Anti-Bias and Anti-Racist

- Co-creates a space that is aligned with Culturally-Responsive Trauma-Informed Teaching Practices, including, but not limited to: critical reflection on their own implicit biases, acknowledgment of historical trauma (colonization, structural racism, etc.), and using a strengths-based lens when reflecting on students, their families, and communities (NAEYC 4c, CREATE 1)
- Plans and implements lessons that provide opportunities to support children’s intellectual, social, and emotional development (InTASC 2, NAEYC 4, ISTE 2.5.e)

Instructional Practice		
<ul style="list-style-type: none"> Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner <i>(ISTE 2.5.b)</i> 		
Makes equitable curricular decisions based on the whole child, including family culture, language, community and sociopolitical status of the child <i>(NAEYC 1c)</i>		
Incorporates play as a core teaching practice <i>(NAEYC 4b)</i>		
Activates students' background knowledge by connecting to young children's experiences, family and community, previous learning, and other curricular content <i>(InTASC 2, 4)</i>		
Supports the development of executive function skills for young children <i>(NAEYC 4b)</i>		
Assessment		
Regularly assesses individual and group performance in order to meet learning needs in each area of development. (cognitive linguistic, social, emotional and physical) <i>(InTASC 1a, NAEYC 3)</i>		
Uses documentation as a planning tool <i>(InTASC 6, The Visionary Director*)</i>		
The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible/comprehensible for Emerging Bilinguals <i>(InTASC 2)</i>		
Provides timely, specific and respectful responses to young children <i>(InTASC 8)</i>		
Content		
Teacher candidate uses the central concepts, inquiry tools, and structures of content areas in the planning and instruction for disciplinary content mastery in the following areas: <i>(InTASC 4, NAEYC 5)</i>		
<ul style="list-style-type: none"> Language and Literacy 		
<ul style="list-style-type: none"> The arts - music, creative movement, drama, visual arts 		
<ul style="list-style-type: none"> Mathematics 		
Science		
<ul style="list-style-type: none"> Active physical play, physical education, health and safety 		
<ul style="list-style-type: none"> Social Studies 		
<ul style="list-style-type: none"> Engages learners in content experiences that encourage questions and analysis in order to master content <i>(InTASC 4, 5)</i> 		
<ul style="list-style-type: none"> Uses and modifies instructional resources, curricular materials, and technologies efficiently to help learners access, evaluate, and apply information <i>(InTASC 4, 8; ISTE 2.5.b, 2.5.c)</i> 		

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V. Professionalism

Teacher candidate demonstrates competence in communication skills, advocacy, continuous learning, including self-reflection, and adherence to educational setting expectations.

Demonstrates an active involvement in the early childhood field by identifying as a member of the profession. Serves as an informed advocate for young children, their families, and the early childhood profession <i>(NAEYC 6a, InTASC 9)</i>		
Understands and adheres to school site and University of Arizona standards of practice, which include, but are not limited to being on time and prepared, and aligning with the guidelines of the program <i>(NAEYC 6b, InTASC 9)</i>		
Exhibits professional communication skills, including the use of technology-mediated strategies when appropriate, and effectively communicates to support young children’s learning and development. This includes responding to communications in a timely manner <i>(ISTE 2.4.a, InTASC 2, NAEYC 6)</i>		
Maintains productive relationships with families and colleagues <i>(NAEYC 2)</i>		
Engages in continuous learning and actively seeks opportunities for collaboration with peers, mentors, and supervisors to inform and improve practice. Demonstrates an ability to self-reflect in a meaningful manner to improve teaching practice <i>(InTASC 9, 10, NAEYC 6, CREATE 4)</i>		
Develops and sustains the skill of reflective and intentional practice in daily work with young children and as members of the early childhood profession. This includes self-assessment, goal-setting, and a commitment to ongoing improvement <i>(ISTE 2.1.a, NAEYC 6)</i>		

Comments on Professionalism

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UA Teacher Candidate Midterm/Final Evaluation

Signature Page

Midterm Evaluation By signing below, I acknowledge participation in the midterm assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

Final Evaluation By signing below, I acknowledge participation in the final assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date: