

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Classroom: \_\_\_\_\_ Semester: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Rating Scale:	4 – Accomplished (clear, consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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Content	Midterm	Final
<ul style="list-style-type: none"> <li>❖ InTASC Standard 2,4,5,8</li> <li>❖ NAEYC Standards 5</li> <li>❖ NETS.T Standards 1, 2</li> </ul>		
The Early Childhood Candidate:		
A. Uses the central concepts, inquiry tools and structures of content areas in the planning and instruction of ( <i>InTASC 4, NAEYC 5</i> ):		
Language and literacy		
The arts – music, creative movement, drama, visual arts		
Mathematics		
Science		
Active physical play, physical education, health and safety		
Social Studies		
B. Engages learners in content experiences that encourage questions and analyzing in order to master content. ( <i>InTASC 4,5</i> )		
C. Recognizes learner misconceptions of content and adjusts instruction to build accuracy. ( <i>InTASC 4</i> )		
D. Creates opportunities for learners to learn, practice, and master disciplinary content skills and academic language in their content. ( <i>InTASC 4</i> )		
E. Plans and implements lessons that provide opportunities to support children’s intellectual, social and emotional development. ( <i>InTASC 2, NAEYC 4, NETS.T 1, 2</i> )		
F. Uses and modifies instructional resources, curriculum materials and technologies efficiently to help learners access, evaluate and apply information. ( <i>InTASC 4, 8, NETS.T 1</i> ).		

**Comments for Content**

Midterm	Final
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (clear, consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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<b>The Learner and Learning</b> ❖ InTASC Standard 1,2,3 ❖ CREATE Principle 1 ❖ NAEYC Standards 1,4	Midterm	Final
The Early Childhood Candidate:		
A. Learners Development: Interactions with students and lesson plans evidence an understanding of: 1. learner characteristics and needs. (NAEYC1) 2. how the learners grow and develops as individuals. (InTASC1) 3. effective patterns of learning and development. (InTASC1, NAEYC4)		
B. Learning Differences 1. Connects with families to create foundations for learning. (NAEYC4) 2. Uses children’s “funds of knowledge” to inform instruction. (CREATE1) 3. Understands cultural knowledge within the community. (InTASC2, CREATE1, NAEYC 4)		

**Comments on The Learner and Learning**

Midterm	Final
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (clear, consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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Instructional Practice	Midterm	Final
<ul style="list-style-type: none"> <li>❖ InTASC Standard 2,4,6,7,8</li> <li>❖ CREATE Principle 2,3</li> <li>❖ NAEYC Standards 3, 4,5</li> <li>❖ NETS.T Standards 1,2</li> </ul>		
The Early Childhood Candidate:		
A. Assessment		
1. Uses multiple types of assessments to monitor progress and guide planning. (InTASC 6, NAEYC3NETS.T2)		
2. Makes assessment accommodations for students with special learning needs. (InTASC 6)		
3. Makes assessment accommodations for students with second language learning needs. (InTASC6)		
B. Planning for Instruction		
1. Uses standards/benchmarks to specify desired learner outcomes. (InTASC 4,7,NAEYC5)		
2. Relates learning to prior knowledge. (InTASC 4,7)		
3. Plans and implements teaching procedures that develop content sequentially. (InTASC 4,7)		
4. Plans with learner characteristics in mind.		
5. Plans for modifications based on individual learner needs. (InTASC1,7,NAEYC1,4,NETS.T1)		
6. Plans incorporate the cultural knowledge and skills- funds of knowledge- within the diverse cultural community. (CREATE 1)		
7. Accepts opportunities to take responsibility for learner learning. (InTASC 10)		
C. Instructional Strategies		
1. Plans and implements literature based lessons. (CREATE 2)		
2. Implements lesson plans effectively using a variety of instructional strategies. (InTASC 8,NETS.T2)		
3. Includes opportunities for higher level thinking. (InTASC8,NETS.T2)		
4. Differentiates instruction to accommodate special learning needs of individuals and groups of learners. (InTASC2,8)		
5. Identifies and implements strategies using instructional aids to meet the needs of English Language Learners. (InTASC8)		
6. Incorporates “funds of knowledge” in literacy education for children. (CREATE3)		
7. Modifies assessments to meet individual needs. (InTASC8,NAEYC4)		
8. Uses technology and internet based resources to help learners access, evaluate and apply information. (InTASC8,NETS.T1,2)		

### Comments on Instructional Practice

Midterm	Final
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (clear, consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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<b>Positive Learning Environment</b>		<b>Midterm</b>	<b>Final</b>
<ul style="list-style-type: none"> <li>❖ InTASC Standard 2,3</li> <li>❖ CREATE Principle 3</li> <li>❖ NAEYC Standards 1, 2, 4</li> </ul>			
The Early Childhood Candidate:			
A. Co-creates an environment in which each learner can achieve his/her full potential through active engagement, challenges & promotion of self motivation. (InTASC 2, NAEYC 3,4, NETS.T 1)			
B. Supports diverse learning styles, abilities, skills and interests through active measures. (InTASC 2, NAEYC 4)			
C. Maintains a classroom that is healthy, open, respectful, supportive and challenging. (InTASC 3, CREATE 3, NAEYC 1)			
D. Establishes and implements shared values for mutual respect and quality work. (NAEYC 4)			
E. Makes effective use of time, space, and materials to engage learner attention. (NAEYC 4, NETS.T 2)			
F. Develops, implements and clearly communicates norms, expectations, procedures and routines. (NAEYC 4, NETS.T 4)			
G. Co- creates a classroom that promotes family engagement.			

**Comments on Positive Learning Environment**

<b>Midterm</b>	<b>Final</b>
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (clear, consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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Family and Communities	Midterm	Final
<ul style="list-style-type: none"> <li>❖ InTASC Standard 3</li> <li>❖ CREATE Principle 1,3,4</li> <li>❖ NAEYC Standards 1,2</li> </ul>		
The Early Childhood Candidate:		
A. Involves families in literacy education for children. ( <i>CREATE 3</i> )		
B. Collaborates with others in school and community settings. ( <i>CREATE 4</i> )		
C. Co-creates respectful and reciprocal family and community relationships. ( <i>NAEYC 2</i> )		
D. Co-creates an environment respectful of cultural and family influences. ( <i>NAEYC 1</i> )		
E. Connects with the learner and families through understanding of cultural context. ( <i>InTASC 3.5</i> )		

**Comments on Family and Communities**

<b>Midterm</b>	<b>Final</b>
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (clear, consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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<b>Professionalism</b> ❖ InTASC Standard 9,10 ❖ CREATE Principle 4 ❖ NAEYC Standards 6 ❖ NETS.T 3,4,5	<b>Midterm</b>	<b>Final</b>
The Early Childhood Candidate:		
A. Exhibits enthusiasm for teaching and learning. <i>(InTASC 10, NETS.T 3)</i>		
B. Demonstrates a caring, positive attitude. <i>(InTASC 10)</i>		
C. Understands and adheres to school site and University of Arizona standards of practice, including but not limited to being on time, being prepared and dressing appropriately. <i>(InTASC 9, UA Standards for Teacher Certification V)</i>		
D. Is flexible, open to new ideas and demonstrates ability to modify practices to meet the needs of each learner. <i>(InTASC 9, NETS.T 3)</i>		
E. Contributes to culture that supports high expectations for learner learning. <i>(InTASC 10)</i>		
F. Analyzes and reflects on practices and choices, embracing the challenge of continuous improvement. <i>(InTASC 9,10, CREATE 4, NAEYC 6)</i>		
G. Seeks leadership opportunities to become an informed advocate of sound educational practices and policies. <i>InTASC 9,10 NAEYC 6, NETS.T 5)</i>		
H. Is aware of and maintains professional ethics. <i>(InTASC 9, NAEYC 6, NETS.T 4)</i>		
I. Engages in ongoing professional learning that includes collaborative learning with other teachers and teacher educators within the school and professional community. <i>(InTASC 9, 10, CREATE 4, NAEYC 6, NETS.T 5)</i>		
J. Communicates professionally and respectfully in oral and written form with peers, colleagues, instructors, K-3 students, teachers, administrators, families and community members. <i>(UA Standards for Teacher Certification V)</i>		

### Comments on Professionalism

<b>Midterm</b>	<b>Final</b>
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

**EARLY CHILDHOOD STUDENT TEACHER Midterm/Final ASSESSMENT**  
**B i r t h - P r e K**  
**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: