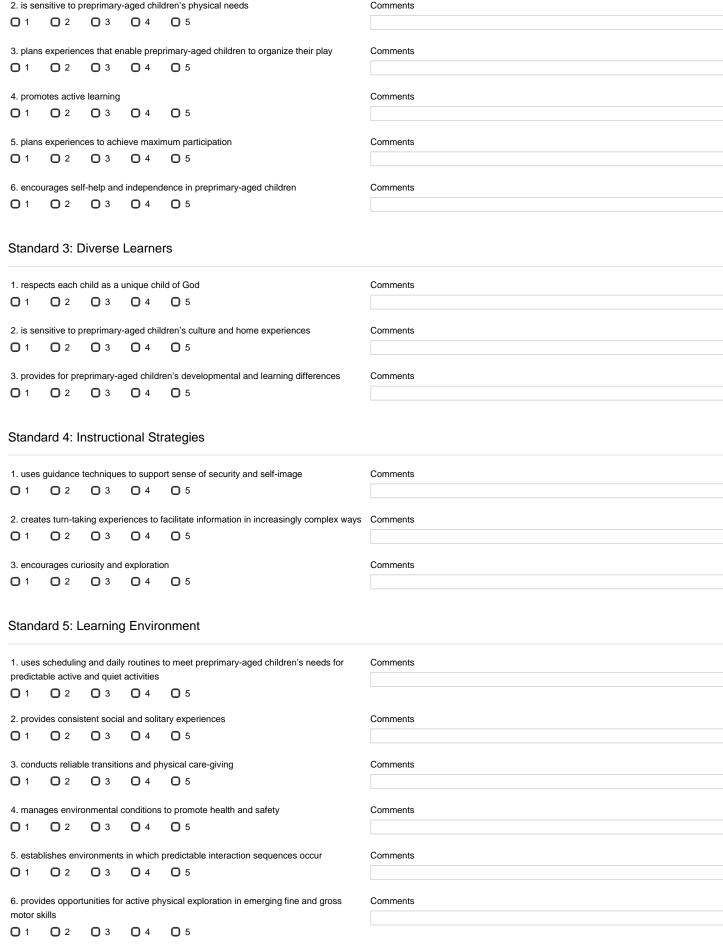# EDU4155 - Preprimary ECE Student Teacher Evaluation Report - Form A-B

Introduction

Student

Date

2019-10-28

Teacher

School

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

Other

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

0

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."

IEP/ISP

Percent

504 Plan

Percent

Title I

Percent

Gifted/Talented

Percent

Please indicate the number of students in your classroom who receive free/reduced lunch. If none, enter "0."

Free/Reduced Lunch

Percent

Please indicate the number of ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL

Percent

Attendance

Please indicate the days the MLC student was absent. *Click   to add additional rows.*

Date absent	Reason

Ministry Traits

Discuss in relation to service to children and families.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for ministry
- shows dedication to early childhood ministry
- encourages and assists parents in meeting their God-given responsibilities

Comments

Minnesota Standards of Effective Practice for Teachers (adapted)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

Standard 1: Subject Matter

1. demonstrates support for young children's (ages 3-5) individual development and early learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. applies early childhood theories and their implications to young children and families

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 2: Student Learning

1. demonstrates understanding of preprimary-aged children's development and learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. is sensitive to preprimary-aged children's physical needs

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

3. plans experiences that enable preprimary-aged children to organize their play

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

4. promotes active learning

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

5. plans experiences to achieve maximum participation

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

6. encourages self-help and independence in preprimary-aged children

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

Standard 3: Diverse Learners

1. respects each child as a unique child of God

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

2. is sensitive to preprimary-aged children's culture and home experiences

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

3. provides for preprimary-aged children's developmental and learning differences

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

Standard 4: Instructional Strategies

1. uses guidance techniques to support sense of security and self-image

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

2. creates turn-taking experiences to facilitate information in increasingly complex ways

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

3. encourages curiosity and exploration

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

Standard 5: Learning Environment

1. uses scheduling and daily routines to meet preprimary-aged children's needs for predictable active and quiet activities

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

2. provides consistent social and solitary experiences

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

3. conducts reliable transitions and physical care-giving

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

4. manages environmental conditions to promote health and safety

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

5. establishes environments in which predictable interaction sequences occur

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

6. provides opportunities for active physical exploration in emerging fine and gross motor skills

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Comments

7. enhances creativity through sensory, music, movement, and dramatic play

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

Standard 6: Communication

1. supports language-interaction development and skills

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. participates in give-and-take communication

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. allows the child to lead

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

4. provides emergent literacy foundation through books, rhymes, and singing

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

Standard 7: Planning Instruction

1. plans systematically and carefully

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. plans opportunities for preprimary-aged children's self-initiating repetition of newly acquired skills

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. structures and integrates positive child-adult communication skills

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

4. plans and integrates Jesus' stories, pictures, and songs for preprimary-aged children's learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

5. plans to integrate technology into lessons when appropriate

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

Standard 8: Assessment

1. uses valid observation goals to assess development and early learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. maintains preprimary-aged children's performance records

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. is dependable for care and education

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. exhibits professional dress and demeanor in preprimary-aged children's care-giving and early learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

4. is reliable in completing assigned tasks

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

5. is well organized and efficient

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

6. displays initiative

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

7. is able to accept and implement constructive criticism

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

8. demonstrates effective oral and written communication with parents, co-workers, and community

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

9. makes appropriate self-evaluations of teaching

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

10. makes appropriate adjustments as a result of self-evaluation

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

Standard 10: Collaboration, Ethics, and Relationships

1. is considerate, courteous, and cooperative

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

2. demonstrates the crucial concept of family friendliness

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

3. relates well to others in social situations

☐ 1　　☐ 2　　☐ 3　　☐ 4　　☐ 5

Comments

_____

Narrative Evaluation

The Narrative Evaluation section (formerly Form B) provides information that will be used in the candidate's profile prepared for the WELS Assignment Committee.

Describe the candidate as a person:

_____

Describe the candidate as an instructor:

_____

Describe the candidate as a classroom manager:

_____

Identify strengths shown by the candidate:

_____

Identify weaknesses shown by the candidate:

_____

Recommend the age levels to which this candidate should be assigned:

☐ Age 3

☐ Age 4

☐ Age 5

Comment on this candidate as an ECE director (leadership qualities):

_____

Additional comments:

Final Ratings for Student Teaching

See "Rubric for Final Ratings for Student Teaching" for description of rating choices.

Teaching:

☐ Superior

☐ Strong-Superior

☐ Strong

☐ Satisfactory-Strong

☐ Satisfactory

☐ Acceptable-Satisfactory

☐ Acceptable

Management:

☐ Superior

☐ Strong-Superior

☐ Strong

☐ Satisfactory-Strong

☐ Satisfactory

☐ Acceptable-Satisfactory

☐ Acceptable