

Rubric for Final Rating for Infant/Toddler Student Teaching

(For use in determining the Educare rating on the MN Standards of Effective Practice Assessment.)

The final ratings of a student teacher are included in the information that is presented to the Assignment Committee for candidates for the teaching ministry. The ratings are determined jointly by the classroom supervisor and the college supervisor. The ratings for teaching and management may be a single word or a combination of two (e.g., satisfactory-strong).

Foundation

All Christian student teachers will

- reflect a Christ-centered attitude toward everyone.
- convey the belief that all children will learn.
- reflect faith in Christ through words, actions, activities, and relationships.
- show joy for teaching, learning, leading, and serving.
- support students, co-workers, parents, and the church through active participation in school and congregational activities.

Educare Rating

The **SUPERIOR** student teacher has the knowledge and skills to demonstrate masterfully, intuitively, and consistently an **exemplary** (i.e., above and beyond) level of

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.

The **STRONG** student teacher has the knowledge and skills to demonstrate naturally and consistently a **high degree** of

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.

The **SATISFACTORY** student teacher has the knowledge and skills to perform ably and consistently a **proficient level** of

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.

The **ACCEPTABLE** student teacher has beginning knowledge and **inconsistent, but developing** skills in

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.