

**Classroom Supervisor – Preprimary ECE Student Teacher Conference Checklist**  
(For Classroom Supervisor-Student Teacher Conference ONLY – DO NOT RETURN TO MLC)

Student \_\_\_\_\_ Date \_\_\_\_\_

**MINISTRY TRAITS (to be evaluated in the Lutheran school setting only)**

**Comments**

Discuss in relation to service in the school and congregation.

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

**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**

**Comments**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. demonstrates support for young children’s (ages 3-5) individual development and early learning..... | 1 | 2 | 3 | 4 | 5 |
| 2. applies early childhood theories and their implications to young children and families .....        | 1 | 2 | 3 | 4 | 5 |

**STANDARD 2: STUDENT LEARNING**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. demonstrates understanding of preprimary-aged children’s development and learning..... | 1 | 2 | 3 | 4 | 5 |
| 2. is sensitive to preprimary-aged children’s physical needs .....                        | 1 | 2 | 3 | 4 | 5 |
| 3. plans experiences that enable preprimary-aged children to organize their play          | 1 | 2 | 3 | 4 | 5 |
| 4. promotes active learning.....  | 1 | 2 | 3 | 4 | 5 |
| 5. plans experiences to achieve maximum participation .....                               | 1 | 2 | 3 | 4 | 5 |
| 6. encourages self-help and independence in preprimary-aged children.....                 | 1 | 2 | 3 | 4 | 5 |

**STANDARD 3: DIVERSE LEARNERS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. respects each child as a unique child of God .....                                  | 1 | 2 | 3 | 4 | 5 |
| 2. is sensitive to preprimary-aged children’s culture and home experiences.....        | 1 | 2 | 3 | 4 | 5 |
| 3. provides for preprimary-aged children’s developmental and learning differences..... | 1 | 2 | 3 | 4 | 5 |

**STANDARD 4: INSTRUCTIONAL STRATEGIES**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. uses guidance techniques to support sense of security and self-image .....                   | 1 | 2 | 3 | 4 | 5 |
| 2. creates turn-taking experiences to facilitate information in increasingly complex ways ..... | 1 | 2 | 3 | 4 | 5 |
| 3. encourages curiosity and exploration .....   | 1 | 2 | 3 | 4 | 5 |
| 4. enhances emerging knowledge of cause and effect and spatial relationships .....              | 1 | 2 | 3 | 4 | 5 |

**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 |
| 2. provides consistent social and solitary experiences .....   | 1 | 2 | 3 | 4 | 5 |
| 3. conducts reliable transitions and physical care-giving.....   | 1 | 2 | 3 | 4 | 5 |

- 4. manages environmental conditions to promote health and safety .....1 2 3 4 5
- 5. establishes environments in which predictable interaction sequences occur .....1 2 3 4 5
- 6. provides opportunities for active physical exploration in emerging fine and gross motor skills .....1 2 3 4 5
- 7. enhances creativity through sensory, music, movement, and dramatic play .....1 2 3 4 5

**STANDARD 6: COMMUNICATION**

- 1. supports language-interaction development and skills .....1 2 3 4 5
- 2. participates in give-and-take communication .....1 2 3 4 5
- 3. allows the child to lead .....1 2 3 4 5
- 4. provides emergent literacy foundation through books, rhymes, and singing .....1 2 3 4 5

**STANDARD 7: PLANNING INSTRUCTION**

- 1. plans systematically and carefully .....1 2 3 4 5
- 2. plans opportunities for preprimary-aged children’s self-initiating repetition of newly acquired skills .....1 2 3 4 5
- 3. structures and integrates positive child-adult communication skills .....1 2 3 4 5
- 4. plans and integrates Jesus’ stories, pictures, and songs for preprimary-aged children’s learning .....1 2 3 4 5
- 5. plans to integrate technology into lessons when appropriate .....1 2 3 4 5

**STANDARD 8: ASSESSMENT**

- 1. uses valid observation goals to assess development and early learning .....1 2 3 4 5
- 2. maintains daily preprimary-aged children’s performance records .....1 2 3 4 5

**STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT**

- 1. shows appropriate self-confidence .....1 2 3 4 5
- 2. is dependable for care and education .....1 2 3 4 5
- 3. exhibits professional dress and demeanor in preprimary-aged children’s care-giving and early learning .....1 2 3 4 5
- 4. is reliable in completing assigned tasks .....1 2 3 4 5
- 5. is well organized and efficient .....1 2 3 4 5
- 6. displays initiative .....1 2 3 4 5
- 7. is able to accept and implement constructive criticism .....1 2 3 4 5
- 8. demonstrates effective oral and written communication with parents, co-workers, and community .....1 2 3 4 5
- 9. makes appropriate self-evaluations of teaching .....1 2 3 4 5
- 10. makes appropriate adjustments as a result of self-evaluation .....1 2 3 4 5

**STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS**

- 1. is considerate, courteous, and cooperative .....1 2 3 4 5
- 2. demonstrates the crucial concept of family friendliness .....1 2 3 4 5
- 3. relates well to others in social situations .....1 2 3 4 5