

MN Standards of Effective Practice Early Childhood Student Teaching Assessment

Introduction

Student

Date

2022-08-02

Teacher

School

Age level

- Infant
 Toddler

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
<input type="text"/>	<input type="text"/>
504 Plan	Percent
<input type="text"/>	<input type="text"/>
Title I	Percent
<input type="text"/>	<input type="text"/>
Gifted/Talented	Percent
<input type="text"/>	<input type="text"/>

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

ESL/ELL	Percent
<input type="text"/>	<input type="text"/>

Attendance

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

Date absent	Reason
<input type="text"/>	<input type="text"/>

Directions

- The statements below are based on the standards for teachers of early childhood education as outlined in the teacher licensure requirements of the state of Minnesota. [MN Standards of Effective Practice for Teachers](#)
- The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
- Evaluate the trait, the ability, or the success of the teacher candidate 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

The teacher in an infant and toddler center demonstrated an ability to:

1. build and maintain a primary care relationship.

1 2 3 4 5

8710.2000.4.5E

Comment:

2. use observation skills to determine an infant's and toddler's needs, interests, and preferences.

1 2 3 4 5

8710.2000.4.5E, 5H, 5J

Comment:

3. meet the physical needs of infants and toddlers and to promote their health, safety, and physical development.

1 2 3 4 5

8710.2000.4.5E

Comment:

4. assess an infant's or toddler's level of cognitive development and design developmentally appropriate learning experiences.

1 2 3 4 5

8710.2000.4.5D, 5F, 5G, 5I, 5J

Comment:

5. assess an infant's or toddler's emerging level of social and emotional development and design developmentally appropriate learning experiences.

1 2 3 4 5

8710.2000.4.5F, 5G, 5I

Comment:

6. assess an infant's or toddler's emerging level of physical development and design developmentally appropriate learning experiences.

- 1 2 3 4 5

8710.2000.4.5F, 5G, 5I

Comment:

7. assess an infant's or toddler's creative development and design developmentally appropriate learning experiences.

- 1 2 3 4 5

8710.2000.4.5F, 5G, 5I

Comment:

8. establish and maintain positive, collaborative relationships with families.

- 1 2 3 4 5

Comment:

9. use informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices.

- 1 2 3 4 5

8710.2000.4.5E, 5H

Comment:

Minnesota Early Childhood Education Content Standards

10. A teacher of infant or toddler-aged, must provide a foundation for literacy and numeracy development through daily exposure to books, stories, language experiences, and activities that involve object relationships.

- 1 2 3 4 5

8710.3000.3.B.6.h

Comment:

11. A teacher of infant or toddler-aged, must establish environments in which responsive and predictable interaction sequences occur.

- 1 2 3 4 5

8710.3000.3.B.7.a

Comment:

12. A teacher of infant or toddler-aged, must understand child development and learning, including: The research base for and the best practices of early childhood education

- 1 2 3 4 5

8710.3000.3.A.1

Comment:

13. A teacher of infant or toddler-aged, must understand child development and learning, including: the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight.

- 1 2 3 4 5

8710.3000.3.A.2

Comment:

14. A teacher of infant or toddler-aged, must understand child development and learning, including: how young children differ in their development and approaches to learning support the development and learning of individual children.

- 1 2 3 4 5

8710.3000.3.A.3

Comment:

Narrative Evaluation

Describe the candidate as a person:

Describe the candidate's ability for working with children at this level:

Final Rating for Student Teaching

See "[Rubric for Final Ratings for Infant/Toddler Student Teaching](#)" for descriptions of rating choices.

Educare:

- Superior
- Strong-Superior
- Strong
- Satisfactory-Strong
- Satisfactory
- Acceptable-Satisfactory
- Acceptable