

**Ohio Wesleyan University  
Supplemental Student Teaching Evaluation Form:  
Alignment with National Association for the  
Education of Young Children (NAEYC) Standards**

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Name of School and District \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_

Individual completing this form: \_\_\_\_\_ Cooperating Teacher  
 \_\_\_\_\_ University Supervisor

Signature \_\_\_\_\_ Date \_\_\_\_\_

(Those who complete this form can choose to evaluate point by point or evaluate by general category.)

Please evaluate the student according to the following criteria:

- Excellent** – Exceeds expectations
- Proficient** – Meets expectations
- Adequate** – Partially meets expectations
- Unsatisfactory** – Needs focused attention

(Those who complete this form can choose to evaluate point by point or by general category.)

<b>I. Content Knowledge (NAEYC 4c)</b>	Excellent	Proficient	Adequate	Unsatisfactory
The Early Childhood Student Teacher				
A. Content				
1. Possesses competencies in reading, writing, and quantitative analysis 2. Demonstrates a commitment to liberal arts ideals of critical inquiry and lifelong learning 3. Knows essential concepts, inquiry tools, structure of mathematics, language and literacy, the creative arts, physical education, science, social studies and understands their importance in young children’s learning 4. Makes interdisciplinary connections 5. Uses resources to deepen understanding of content				
B. Pedagogy				
1. Translates knowledge of academic disciplines into developmentally appropriate instructional goals and appropriate plans for young children 2. Knows appropriate pedagogy for content areas 3. Selects appropriate and diverse instructional methods and resources (including technology) based on structure of content areas 4. Considers applications of content to real world settings 5. Designs instruction that is clear, well-sequenced and coherent for each content area 6. Uses assessment that is compatible with instructional goals and structure of the content area 7. Makes accommodations for multiple approaches to learning and diverse student backgrounds within each content area				
Comments on candidate’s strengths/areas to improve in content knowledge:				

<b>TEACHING AND LEARNING</b>				
<b>II. Human Development, Motivation, and Learning (NAEYC #1a, 1b, 1c)</b>	Excellent	Proficient	Adequate	Unsatisfactory
<p>The Early Childhood Student Teacher:</p> <ol style="list-style-type: none"> <li>1. Knows intellectual, social, and emotional characteristics of young children, including characteristics that differ from the norm</li> <li>2. Uses knowledge of what all young children bring to the learning situation (interests, cultural and experiential background, varied approaches to learning, etc.) to create environments that are healthy, respectful and supportive for all children</li> <li>3. Establishes appropriate level of rigor for grade level and individual children</li> <li>4. Understands how developmentally appropriate instruction supports young children’s development and learning</li> <li>5. Understands the multiple interacting forces on children’s development and learning</li> </ol>				
<b>III. Classroom Organization, Management and Curriculum (NAEYC #4d)</b>	Excellent	Proficient	Adequate	Unsatisfactory
<p>The Early Childhood Student Teacher:</p> <p>A. Social/Instructional Environment</p> <ol style="list-style-type: none"> <li>1. Establishes an environment of mutual respect and rapport</li> <li>2. Knows the cultural practices and contexts of the young children they teach and adapts practices to be culturally sensitive</li> <li>3. Creates and maintains warm nurturing interactions with <u>all</u> children and their parents</li> <li>4. Sets high expectations for learning</li> <li>5. Promotes meaningful, purposeful work</li> <li>6. Establishes and maintains consistent standards of behavior</li> <li>7. Creates a dynamic learning environment for all children characterized by trust, equity, risk-taking, independence, and collaboration</li> <li>8. Supports students’ continual engagement in authentic work</li> </ol> <p>B. Curriculum</p> <ol style="list-style-type: none"> <li>1. Uses knowledge of developmentally appropriate practices to design meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children</li> <li>2. Sets lessons within the context of broader curricular frameworks</li> <li>3. Makes use of district, state, and national curricular guidelines</li> </ol> <p>C. Physical Environment</p> <ol style="list-style-type: none"> <li>1. Organizes time, materials, and space effectively to support learning</li> <li>2. Creates a safe physical environment that is conducive to learning</li> </ol>				

<b>IV. Instructional Strategies and Materials (NAEYC #4b, #4c, #4d)</b>	Excellent	Proficient	Adequate	Unsatisfactory
<p>The Early Childhood Student Teacher:</p> <p>A. Presentational Skills (Lesson Presentation)</p> <ol style="list-style-type: none"> <li>1. Communicates clearly and accurately using effective oral and written language</li> <li>2. Uses time effectively and encourages students to do the same</li> <li>3. Makes smooth transitions</li> <li>4. Strives for active involvement of all students</li> <li>5. Applies information literacy skills, including appropriate use of technology</li> <li>6. Uses a variety of developmentally appropriate instructional strategies that meet the needs of all children</li> <li>7. Uses appropriate grouping strategies for teaching various content areas</li> </ol> <p>B. Interactive Techniques (Collaborative)</p> <ol style="list-style-type: none"> <li>1. Makes appropriate adjustments during implementation of the lesson to make learning accessible to all young children</li> <li>2. Uses questioning and discussion techniques that engage and challenge all young children</li> <li>3. Encourages young children to extend their thinking and apply what has been learned</li> <li>4. Uses questioning, probing, and redirecting techniques to facilitate the extension, refinement, and meaningful use of knowledge by all young children</li> <li>5. Encourages student collaboration when appropriate</li> </ol> <p>C. Materials</p> <ol style="list-style-type: none"> <li>1. Uses a variety of instructional materials that meets the needs of all students</li> <li>2. Selects materials that best convey concepts and ideas in different content areas</li> </ol>				
<b>V. Assessment Strategies (NAEYC #3a, 3b, 3c)</b>	Excellent	Proficient	Adequate	Unsatisfactory
<p>The Early Childhood Student Teacher:</p> <ol style="list-style-type: none"> <li>1. Is knowledgeable about and understands the goals, benefits and uses of assessment</li> <li>2. Uses various formative and summative assessment strategies including systematic observations, documentation and other strategies particularly appropriate for young children, to inform developmentally appropriate instruction</li> <li>3. Adjusts instruction in response to assessment information</li> <li>4. Provides feedback that is accurate, constructive, substantive, specific, and timely</li> <li>5. Fosters young children’s reflection on their work</li> <li>6. Partners with families and school professionals to communicate assessment results and develop a plan to support each child’s development and learning</li> </ol>				
<p>Comments on candidate’s strengths/areas to improve in teaching and learning:</p>				

<b>CHARACTER AND PROFESSIONALISM</b>				
<b>VI. Commitment (NAEYC #5a)</b>	Excellent	Proficient	Adequate	Unsatisfactory
The Early Childhood Student Teacher: <ol style="list-style-type: none"> <li>1. Demonstrates enthusiasm for teaching and learning</li> <li>2. Presents an appropriate professional appearance and demeanor during all school-related events as well as within the greater community context</li> <li>3. Is reliable, punctual, and dependable</li> <li>4. Knows and follows school procedures</li> <li>5. Maintains accurate and meaningful records</li> <li>6. Seeks opportunities for professional development to enhance knowledge and skill</li> </ol>				
<b>VII. Collaborative Relationships (NAEYC #2a, b, c, #4 a, #5c)</b>	Excellent	Proficient	Adequate	Unsatisfactory
The Early Childhood Student Teacher: <ol style="list-style-type: none"> <li>1. Collaborates effectively with colleagues</li> <li>2. Creates respectful, reciprocal relationships, and uses supportive interactions to empower families of the young children with whom she/he works</li> <li>3. Involves families in their children’s development and learning</li> <li>4. Collaborates with the broader educational community, including parents/guardians, social service agencies, and other community entities to support child learning and development</li> <li>5. Participates in school and community functions</li> <li>6. Recognizes that students are best understood in the contexts of family, culture, and society and are sensitive to and respectful of cultural differences</li> </ol>				
<b>VIII. Efficacy (NAEYC #4a, #5a, 5b)</b>	Excellent	Proficient	Adequate	Unsatisfactory
The Early Childhood Student Teacher: <ol style="list-style-type: none"> <li>1. Demonstrates a belief that all students can learn</li> <li>2. Believes in own efficacy as a teacher</li> </ol>				
<b>IX. Democratic Ideals (NAEYC #4a)</b>	Excellent	Proficient	Adequate	Unsatisfactory
The Early Childhood Student Teacher: <ol style="list-style-type: none"> <li>1. Demonstrates respect for all students regardless of abilities, exceptionalities, cultural differences, and life experiences</li> <li>2. Believes in the ideals of social justice and equality</li> <li>3. Appreciates the need to attend equitably to all learners in the educational setting</li> </ol>				

*Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society*

<b>X. Reflective Practices (NAEYC #5e, 5d)</b>	Excellent	Proficient	Adequate	Unsatisfactory
<p>The Early Childhood Student Teacher:</p> <ol style="list-style-type: none"> <li>1. Uses knowledgeable, reflective and critical perspectives on their work to improve instruction and student learning</li> <li>2. Uses constructive suggestions from a variety of sources to improve teaching and learning</li> </ol>				
<b>XI. Building Family and Community Relationships (NAEYC #2a, 2b, 2c)</b>	Excellent	Proficient	Adequate	Unsatisfactory
<p>The Early Childhood Student Teacher:</p> <ol style="list-style-type: none"> <li>1. Knows, understands, and values the importance of the complex characteristics of children’s families and communities</li> <li>2. Creates respectful, productive, reciprocal relationships that support and empower families</li> <li>3. Involves all families in their children’s development and learning</li> <li>4. Values and uses community resources to foster the learning of young children</li> </ol>				
<b>XII. Early Childhood as a Profession (NAEYC #5a, 5b, 5e)</b>	Excellent	Proficient	Adequate	Unsatisfactory
<p>The Early Childhood Student Teacher:</p> <ol style="list-style-type: none"> <li>1. Identifies and conducts oneself as an exemplary member of the Early Childhood profession</li> <li>2. Uses ethical and professional standards as guides to creating educational practices, policies, and supportive relationships with colleagues and the community</li> <li>3. Acts as an informed advocate for sound early childhood educational practices and policies</li> </ol>				
<p>Comments on candidate’s strengths/needs for growth in character and professionalism:</p>				

To what degree has the student teacher influenced student learning in this classroom?

Minimal  
Impact

1

2

Somewhat  
Effective

3

4

Highly  
Effective

5



