

Professional Education Programs

Early Childhood Education Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

	N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target
Performance				
1. Promoting Child Development & Learning	N	U	A	T
Incorporates varied strategies which convey understanding of young children’s characteristics and needs				
Demonstrates understanding of multiple influences on children’s development and learning				
Creates appropriate learning environments for all children				
Reviews his or her practices and systematically evaluates the influences of practices on student growth and learning				
2. Building Family & Community Relationships	N	U	A	T
Demonstrates understanding of the importance of family, culture, and community in a child’s development				
Supports and empowers families through respectful and reciprocal relationships				
Offers parents appropriate and timely feedback on developmental progress				
3. Observing, Documenting, & Assessing to Support Young Children and Families	N	U	A	T
Demonstrates understanding and uses of assessment goals				
Uses a variety of appropriate formal and informal assessments aligned with instruction				
Uses assessment results to positively promote child development and growth				
Maintains ongoing records of student work and performance and uses them to guide instructional decisions				
Practices appropriate assessment				
4. Teaching and Learning	N	U	A	T
Demonstrates understanding of early childhood curricular and developmental expectations				
Develops meaningful and authentic curriculum				
Demonstrates understanding of developmentally effective approaches				
Appropriately implements a teacher-designed lesson plan				
Maximizes the amount of class time students are engaged in learning				
Focuses instruction on early childhood standards				
Incorporates children’s prior knowledge into content				
Addresses cultural, linguistic, and ability differences among learners				
Encourages critical thinking and problem-solving strategies				
Uses a variety of effective teaching strategies to actively engage students actively in learning				

Displays effective classroom management				
Facilitates social interactions and cooperative learning				
Organizes materials, equipment, and other resources appropriately				
N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	
5. Becoming a Professional	N	A	U	T
Identifies with and upholds ethical and professional standards within the field of early childhood				
Establishes positive rapport with students				
Demonstrates ethical behavior and reasoning				
Addresses students with respect				
Engages in advocacy for children and the profession				
Uses student names (asks when doesn't know)				
Engages in continuous learning				
Responds appropriately to student needs				
Shows enthusiasm and a positive attitude				
Demonstrates use of voice projection and inflection				
Collaborates with colleagues to achieve teaching goals				
Demonstrates caring and empathetic disposition				
Fulfills requirements of attendance and punctuality				
Demonstrates initiative				
Demonstrates preparedness in meeting the responsibilities of the day well before school begins				
Displays confidence				
Accepts constructive criticism in a professional manner and makes adjustments				
Maintains an appropriate appearance				
Open to new ideas				
Addresses families, teachers, administrators, and university supervisor with respect				
Progress				
Student Teacher Professional Progress				
Student Teacher Professional Progress (check one)				
Professional progress is satisfactory for time and placement				
Professional progress is not satisfactory for time and placement (mark ALERT at top)				
Comments: Please provide any additional comments you would like to add regarding this student's performance.				
Comments: How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.				

Comments: **How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)**

Comments: **Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?**

Please note the interpretation for the scoring rubric is as follows:

N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.

U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.

A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to “meet” by the end of their experience in your classroom.

T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.