

**Evaluation for Pre-Service EARLY CHILDHOOD Teachers**  
**2010 NAEYC Standards for Initial Early Childhood Professional Preparation**

Use the rubric below. Please read carefully. *This rubric is intended to be developmental.* Note the intentional growth over time: beginning with limited awareness; to “emerging,” beginning understanding and attempts to apply; then “ready to teach,” application at the level of readiness to be “the teacher”; and then, “exceeds readiness,” demonstrating the understanding and behaviors of a teacher who has been teaching for the better part of a year.

This evaluation is used with our candidates in their Methods Practicum *and* in their Student Teaching.

**1 - 4 = Limited:** The teacher candidate demonstrates little awareness of the expectations of the standard element.

**5 - 8 = Emerging:** The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

**9 - 12 = Ready to Teach:** The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

**13 - 16 = Exceeds Readiness:** The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

**NO: No Opportunity to Demonstrate**

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**STANDARD 1: PROMOTING CHILD DEVELOPMENT AND LEARNING**

<b>Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</b>					
The pre-service candidate	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
1a) Knows and understands young children’s characteristics and needs, from birth through age 8.					
1b) Knows and understands the multiple influences on early development and learning					
1c) Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children					

**STANDARD 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

<b>Standard 2: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</b>					
The pre-service candidate	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
2a) Knows about and understands diverse family and community characteristics					
2b) Supports and engages families and communities through respectful, reciprocal relationships					
2c) Involves families and communities in young children’s development and learning					

**STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

**Standard 3: Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.**

	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
<b>The pre-service candidate</b>					
3a) Understands the goals, benefits, and uses of assessment, includes its use in development of appropriate goals, curriculum, and teaching strategies for young children					
3b) Knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection					
3c) Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities					
3d) Knows about assessment partnerships with families and with professional colleagues to build effective learning environments.					

**STANDARD 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

**Standard 4: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.**

	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
<b>The pre-service candidate</b>					
4a) Understands positive relationships and supportive interactions as the foundation of their work with young children					
4b) Knows and understands effective strategies and tools for early education, including appropriate uses of technology					
4c) Uses a broad repertoire of developmentally appropriate teaching/learning approaches					
4d) Reflects on own practice to promote positive outcomes for students.					

**STANDARD 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

**Standard 5: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academics subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.**

The pre-service candidate	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
5a) Understands content knowledge and resources in academic disciplines: <ul style="list-style-type: none"> <li>• Language &amp; literacy</li> <li>• The Arts—music; creative movement; dance; drama; visual arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• Physical activity; Physical education; Health and safety</li> <li>• Social studies</li> </ul>					
5b) Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines					
5c) Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child					

**STANDARD 6: BECOMING A PROFESSIONAL**

**Standard 6: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.**

The pre-service candidate	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
6a) Identifies and involves oneself with the early childhood field					
6b) Knows about and upholds ethical standards and other early childhood professional guidelines					
6c) Engages in continuous, collaborative learning to inform practice; uses technology effectively with young children, with peers, and as a professional resource					
6d) Integrates knowledgeable, reflective, and critical perspectives on early education					
6e) Engages in informed advocacy for young children and the early childhood profession					

**Student Teaching Narrative Feedback:** See the separate directions, with examples.

**Methods Practicum, EDUC 331:** The candidate is still developing into the teacher he or she intends to be. Your feedback is important guidance for the candidate as he or she continues to seek opportunities to grow. In the text box, please provide some narrative feedback:

- Candidate strengths
- Areas identified as particular needs for improvement