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Missouri State University

**Measurement Instrument Name: Early Childhood Specialty Addendum**

Top of Form

**Student Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: 1 2 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| **Trait Name** | **Trait Description** | **Ratings** | | | | |
| **High Level** | **Satisfactory** | **Needs Improvement** | **Not Observed** | **Not Applicable** |
| Early Childhood 1.0.0 | The student teacher uses positive relationships and supportive interactions in working with young children (NAEYC 1). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 2.0.0 | The student teacher arranges classroom environments that are healthy, respectful, supportive and challenging (NAEYC 1). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 3.0.0 | The student teacher arranges environments that are conductive for children to construct their own learning and allows for child choice in activities (NAEYC 1). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 4.0.0 | The student teacher uses understanding of young children’s characteristics and needs in the development of lesson plans and activities (NAEYC 1). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 5.0.0 | The student teacher sets goals to facilitate children’s physical growth and developmental skills in communication, inquiry, creative expressions, and interpersonal relations (NAEYC 1, 4). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 6.1.0 | 6.1 .0 Cognitive: The student teacher includes both developmentally appropriate and integrated learning experiences for infants/toddlers, pre-primary, and/or primary children to facilitate development and learning in this area: cognitive (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 6.2.0 | Language: The student teacher includes both developmentally appropriate and integrated learning experiences for infants/toddlers, pre-primary, and/or primary children to facilitate development and learning in this area: language (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 6.3.0 | Physical: The student teacher includes both developmentally appropriate and integrated learning experiences for infants/toddlers, pre-primary, and/or primary children to facilitate development and learning in this area: physical (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 6.4.0 | Social: The student teacher includes both developmentally appropriate and integrated learning experiences for infants/toddlers, pre-primary, and/or primary children to facilitate development and learning in this area: social (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 6.5.0 | Emotional: The student teacher includes both developmentally appropriate and integrated learning experiences for infants/toddlers, pre-primary, and/or primary children to facilitate development and learning in this area: emotional (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 6.6.0 | Aesthetic: The student teacher includes both developmentally appropriate and integrated learning experiences for infants/toddlers, pre-primary, and/or primary children to facilitate development and learning in this area: aesthetic (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 7.1.0 | Language: The student teacher plans, implements, and evaluates developmentally appropriate content and methodology for infants/toddlers, pre-primary, and/or primary school children in the following curriculum area: language (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 7.2.0 | Mathematics: The student teacher plans, implements, and evaluates developmentally appropriate content and methodology for infants/toddlers, pre-primary, and/or primary school children in the following curriculum area: mathematics (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 7.3.0 | Science: The student teacher plans, implements, and evaluates developmentally appropriate content and methodology for infants/toddlers, pre-primary, and/or primary school children in the following curriculum area: science (NEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 7.4.0 | 7.4.0 Social studies: The student teacher plans, implements, and evaluates developmentally appropriate content and methodology for infants/toddlers, pre-primary, and/or primary school children in the following curriculum area: social studies (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 7.5.0 | Health, safety, nutrition: The student teacher plans, implements, and evaluates developmentally appropriate content and methodology for infants/toddlers, pre-primary, and/or primary school children in the following curriculum area: health, safety, and nutrition (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 7.6.0 | Art, music, drama: The student teacher plans, implements, and evaluates developmentally appropriate content and methodology for infants/toddlers, pre-primary, and/or primary school children in the following curriculum area: art, music, and drama (NAEYC 1, 4 a b c d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 8.0.0 | The student teacher creates learning environments using concrete manipulative materials and play as instruments for enhancing development and learning (NAEYC 1). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 9.0.0 | The student teacher evaluates and uses curriculum that promotes learning outcomes of all young children (NAEYC 4d). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 10.0.0 | The student teacher experiences working with interdisciplinary, instructional teams of professionals (NAEYC 5). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 11.0.0 | The student teacher knows and understands family and community characteristics and supports families through respectful, reciprocal relationship (NAEYC 2). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 12.0.0 | The student teacher involves families and communicates in children’s development and learning (NAEYC 2). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 13.0.0 | The student teacher develops lessons and activities to incorporate cultural diversity (NAEYC 4a, 4b). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 14.0.0 | assessment techniques which assist in the acquisition of information about children and shares information with families, understands purpose of assessment and uses reasonable assessment practices (NAEYC 3). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 15.0.0 | The student teacher engages in informed advocacy for children (NAEYC 5). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood 16.0.0 | The student teacher upholds ethical standards and other professional guidelines (NAEYC 5). | 3 | 2 | 1 | (NO) | (NA) |
| Early Childhood Influence on Student Learning | The student teacher influences student learning to ensure high levels of achievement among all students. Comment required. | 3 | 2 | 1 | (NO) | (NA) |
| Impact on Student Learning (Comment Required):  General Comments (optional): | | | | | | |  | 3 | 2 | 1 | (NO) | (NA) |
|  | 3 | 2 | 1 | (NO) | (NA) |

Bottom of Form