

Plymouth State University
Office of Teacher Certification

EVALUATION OF STUDENT TEACHING EXPERIENCE
CLINICAL FACULTY OR COOPERATING TEACHER (Please circle one)
MIDTERM OR FINAL (Please circle one)
OR
STUDENT TEACHER SELF-EVALUATION
MIDTERM OR FINAL (Please circle one)

Student Teacher: _____

Date: _____

Clinical Faculty: _____

Cooperating Teacher: _____

School: _____

Grade/Subject: _____

Certification Area: Early Childhood N-3

Semester Student Teaching: _____

Directions for Midterm: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance level descriptions that best describes the candidate's performance, based on all available evidence. Review the evaluation with the candidate and set goals for improvement.

Directions for Final: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance-level descriptions that best describes the candidate's performance, based on all available evidence. Check the overall performance level description that most closely matches the candidate's performance, based on all available evidence. A candidate must meet **all** of the components of the description under "Target" with substantial evidence of high quality in order to warrant that rating for each indicator.

SECTION IV: EARLY CHILDHOOD STUDIES

1. Understands young children's characteristics and needs.

<p><input type="checkbox"/> Does not meet: Demonstrates erroneous assumptions about young children's characteristics and needs in her/his interactions with children and responses to their behavior. Holds age-inappropriate and/or individually inappropriate expectations for children's development and learning.</p>	<p><input type="checkbox"/> Approaching Target: Demonstrates basic understanding of young children's characteristics and needs in her/his interactions with children, responses to their behavior, and expectations for their development and learning. Demonstrates knowledge of general age-level characteristics as well as some knowledge of individual children. Draws on general knowledge of age-level characteristics and needs to promote children's development and learning, but does not consistently integrate this with knowledge of individual children's characteristics and needs.</p>	<p><input type="checkbox"/> Target: Demonstrates strong understanding of young children's characteristics and needs in her/his interactions with children, responses to their behavior, and expectations for their development and learning. Demonstrates knowledge of general age-level characteristics as well as individual characteristics and needs. Draws on knowledge of age-level and individual characteristics and needs to promote each child's development and learning and inform decisions about teaching practices, curriculum, and learning materials.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
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2. Demonstrates understanding that play is a foundation for children’s learning and creates and supports play experiences.			
<p><input type="checkbox"/> Does not meet: Sees play as an add-on to the daily schedule or a reward for completing a task. Looks on while children play without interacting or dominates and directs their play. Does not regard play as part of learning.</p>	<p><input type="checkbox"/> Approaching Target: Provides some opportunities for play during the daily schedule. Encourages children to play with each other, but may not recognize or take advantage of opportunities to support and extend children’s play. Recognizes that play is beneficial, but cannot fluently articulate its benefits or the ways in which it is essential for children’s learning.</p>	<p><input type="checkbox"/> Target: Integrates opportunities for play whenever possible. Supports and extends children’s play through such means as asking questions, offering suggestions, creating an environment conducive to play, providing materials and props, and playing with children. Can thoroughly explain the ways in which play is essential for children’s learning and the benefits of play.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>
3. Supports children with disabilities.			
<p><input type="checkbox"/> Does not meet: Relies on incomplete information or erroneous assumptions about disabilities and does not consult with cooperating teacher, family, or specialists to learn more. Holds inappropriate expectations for children with disabilities—too low or too high. Does not adapt curriculum and instruction or modify the physical environment to support children’s learning and development. Interacts rarely with children with disabilities or only secondhand through an aide or the cooperating teacher.</p>	<p><input type="checkbox"/> Approaching Target: Seeks information about disabilities from the cooperating teacher, family, and specialists. Sometimes has difficulty in determining expectations for children with disabilities. Makes some adaptations to curriculum and instruction in attempts to support children’s learning and development. Recognizes benefits of inclusion. Interactions with children with disabilities may be limited.</p>	<p><input type="checkbox"/> Target: Seeks information about disabilities through research and consulting with cooperating teacher, family, and specialists. Holds challenging yet appropriate expectations for children with disabilities. Adapts curriculum and instruction and modifies the physical environment to support children’s learning and development. Recognizes benefits of inclusion and advocates for inclusive practices and appropriate supports. Interactions with children with disabilities support their learning.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>

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4. Implements inclusive, culturally responsive teaching practices.			
<p><input type="checkbox"/> Does not meet: Demonstrates little or no awareness of an anti-bias perspective. Does not recognize her/his own biases or biases in learning materials. Assumes that all children learn the same way. Instruction follows the “transmission” model of teaching-as-telling. Demonstrates little interest in the cultural practices and contexts of the children. Regards differences as deficits or problems. Selects learning materials that perpetuate stereotypes or ignore certain groups.</p>	<p><input type="checkbox"/> Approaching Target: Demonstrates awareness of an anti-bias perspective on development and learning. Recognizes that every child constructs knowledge in ways that are personally familiar. Demonstrates interest in children’s cultural practices and contexts. Respects linguistic and cultural differences, but sometimes over-generalizes about differences or leans toward a “tourist approach” to curriculum. Recognizes biases in learning materials and seeks to use culturally relevant materials.</p>	<p><input type="checkbox"/> Target: Models and affirms an anti-bias perspective on development and learning. Recognizes that every child constructs knowledge in ways that are personally and culturally familiar. Uses knowledge of the cultural practices and contexts of the children to enhance her/his teaching. Respects and affirms differences. Uses linguistic and cultural diversity as resources rather than seeing diversity as deficit or a problem. Demonstrates skill in selecting bias-free and culturally relevant learning materials that support learning of all children.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>
5. Builds respectful, reciprocal relationships with children’s families.			
<p><input type="checkbox"/> Does not meet: Shows no interest in learning about family characteristics, or makes erroneous assumptions about families. Assumes an adversarial stance towards families or regards families as having deficits. Does not regard families as resources or consider families’ preferences and goals for their children. Discourages family involvement or offers limited opportunities for involvement. Regards communication with families as a one-way exchange of information, from teacher to family. Assumes that families who do not respond to her/his approach are not interested or do not care. Shows no awareness of resources that families could draw upon to promote their children’s development and learning.</p>	<p><input type="checkbox"/> Approaching Target: Demonstrates interest in learning about family characteristics—such as socioeconomic conditions, family structures, relationships, stresses and supports, home language, cultural values, and ethnicity—but is still developing the skills to find out this information. Incorporates some knowledge of family characteristics into curriculum and/or instruction. Considers families to be resources for insights into their children. Communicates with families about their children’s development and learning and invites their input and involvement. Persists in communicating with families but may not evaluate and modify approach. Identifies resources families could draw upon to support their children’s development and learning.</p>	<p><input type="checkbox"/> Target: Demonstrates ability to learn about family characteristics—such as socioeconomic conditions, family structures, relationships, stresses and supports, home language, cultural values, and ethnicity—in a respectful way. Uses this knowledge to support children’s learning and development. Takes families’ insights, preferences, and goals for their children into account in planning curriculum. Involves families in their children’s development and learning in respectful and appropriate ways. Demonstrates a variety of communication skills, including appropriate use of technology, to foster relationships with families. Evaluates and modifies approaches to family involvement as needed, based on family needs and preferences. Assists families in finding resources that may contribute directly or indirectly to their children’s development and learning.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>

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6. Builds relationships with the community.			
<p><input type="checkbox"/> Does not meet: Shows little or no interest in learning about community characteristics or makes unwarranted assumptions about the community. Does not consider possible resources within the community. Makes no attempt to interact with community members, organizations, or agencies.</p>	<p><input type="checkbox"/> Approaching Target: Demonstrates interest in community characteristics, but is still developing skills for learning about the community. Incorporates knowledge of basic community characteristics into the curriculum, such as arranging a field trip. Identifies potential resources within the community. Interacts respectfully with community members, organizations, and/or agencies.</p>	<p><input type="checkbox"/> Target: Demonstrates interest in and ability to learn about community characteristics. Uses this knowledge to support children's development and learning. Draws upon community resources to support children's learning. Designs learning experience to enhance children's knowledge of their community. Builds respectful relationships with community members, organizations, and/or agencies.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
7. Displays positive interactions with children.			
<p><input type="checkbox"/> Does not meet: Is cold or unresponsive to children, or treats children as little dolls or objects rather than as individuals. Singles out some children for special attention, positive or negative, or ignores some children completely. Talks to children in a stilted or overbearing way. Does not build relationships with children. Does not recognize or take advantage of opportunities for incidental teaching.</p>	<p><input type="checkbox"/> Approaching Target: Responds to children with warmth and interest. Sees each child as a likeable individual. Engages in conversation with children. Builds positive relationships with children. Occasionally takes advantage of opportunities for incidental teaching.</p>	<p><input type="checkbox"/> Target: Displays warm, nurturing interactions with each child in the class. Communicates genuine liking for and interest in each child in the class. Converses naturally and easily with children. Uses positive relationships and supportive interactions as foundations for her/his teaching. Capitalizes on opportunities for incidental teaching.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning Other: Please explain:

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8. Builds meaningful, integrated curriculum that promotes academic and social competence.			
<p><input type="checkbox"/> Does not meet: No evidence to show that learning experiences are guided by clear goals or outcomes. Relies on pre-packaged plans and/or superficial units (such as “Seasons” or “Holidays”). Does not exercise professional judgment in selecting resources. No evidence that learning experiences consider how children’s cognitive, language, physical, social, and emotional development influences their ability to understand and benefit from curriculum. Learning experiences primarily focus on isolated facts. Does not evaluate impact of curriculum on children’s learning.</p>	<p><input type="checkbox"/> Approaching Target: Evidence exists that learning experiences are designed with clear goals and outcomes. Considers but does not consistently use students’ prior knowledge and experiences, assessment information, and national, state, and/or district standards in designing curriculum and determining learning outcomes. Identifies and uses resources without fully considering their quality or effectiveness. Attempts to integrate meaningful content from various subject areas. Strives to focus on “big ideas” but may not always identify these correctly. Considers curriculum’s impact on student learning.</p>	<p><input type="checkbox"/> Target: Evidence exists that learning experiences are designed with developmentally, culturally, and individually appropriate goals and outcomes. Incorporates students’ prior knowledge and experiences, assessment information, and national, state, and/or district standards in designing curriculum and determining learning outcomes. Identifies and uses high-quality resources. Integrates meaningful content from various subject areas to support children’s sustained engagement. Incorporates content that focuses on “big ideas.” Promotes children’s thinking and problem solving. Accurately evaluates curriculum’s impact on student learning.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>
9. Supports children’s language and literacy development and promotes their understanding of language and literacy.			
<p><input type="checkbox"/> Does not meet: Does not possess knowledge of the core concepts of language and literacy development. Utilizes a one-size-fits all approach to reading, writing, and language arts instruction, disregarding individual differences in how children learn. Lacks knowledge of reliable resources. Lessons in language and literacy are disconnected or haphazard and do not support children’s developing understanding of the content. Does not assess children’s language and literacy development, or uses irrelevant assessment strategies, and does not link assessment to instruction. Overall, practices do not reflect an understanding of current theory and research on language and literacy development.</p>	<p><input type="checkbox"/> Approaching Target: Possesses knowledge of the core concepts and skills of language and literacy development. Relies more on pre-packaged curriculum than on knowledge of the content to plan curriculum, or applies content knowledge inconsistently. Addresses district language arts standards. Identifies and uses language and literacy resources without fully considering their quality or effectiveness. Identifies teaching strategies relevant to language and literacy (e.g., process writing, guided reading), but applies them inconsistently or incompletely. Language and literacy lessons are not always sequenced to support children’ developing understanding of the content. Employs responsible literacy assessment strategies, but does not use assessment effectively to inform instruction. Overall, practices draw on current theory and research.</p>	<p><input type="checkbox"/> Target: Demonstrates understanding of the core concepts and skills of language and literacy development. Plans and designs curriculum and instruction based on knowledge of the content. Addresses national, state, and district language arts, reading, and writing standards. Identifies and uses high-quality language and literacy resources. Applies a comprehensive and balanced perspective on reading instruction. Selects teaching strategies relevant to language and literacy, including process writing, guided reading. Sequences lessons to support children’s developing understanding of the content. Uses responsible literacy assessment strategies to inform instruction. Overall, practices reflect an understanding of current theory and research on language and literacy development.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>

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10. Understands and effectively teaches mathematics content.			
<p><input type="checkbox"/> Does not meet: Does not possess knowledge of relevant mathematics content for early childhood. Does not encourage or support children's interest in logical-mathematical knowledge. Does not provide opportunities for children to learn mathematical knowledge and skills through interactions with appropriate materials or does not facilitate children's understanding through these interactions. Lacks knowledge of reliable resources, such as the NCTM standards. Mathematics lessons are inappropriate for the age group and/or incorrect in terms of content. Lessons are not sequenced to support children's developing understanding of the content. Uses inappropriate teaching strategies and/or does not allow for peer interactions to promote mathematical understanding.</p>	<p><input type="checkbox"/> Approaching Target: Possesses knowledge of relevant mathematics content for early childhood. Relies on pre-packaged mathematics lessons to plan curriculum. Encourages children's interest in logical-mathematical relationships. Provides mathematics-related materials and experiences, but does not consistently support or facilitate their construction of logical-mathematical knowledge. Addresses district mathematics standards. Identifies and uses mathematics resources without fully considering their quality or effectiveness. Does not employ a problem-solving approach to instruction consistently. Allows for peer interactions to promote mathematical understanding. Mathematics lessons may be taught in isolation or not sequenced to support children's developing understanding of the content.</p>	<p><input type="checkbox"/> Target: Demonstrates understanding of relevant mathematics content for early childhood. Plans and designs curriculum and instruction based on knowledge of the content. Encourages and supports children's construction of logical-mathematical knowledge. Provides materials and experiences that are designed to support children's developing understanding of mathematics content and construction of logical-mathematical knowledge. Addresses district, state, and national mathematics standards, including NCTM standards. Identifies and uses high-quality mathematics resources. Selects and uses teaching strategies appropriate for mathematics, including problem-solving. Encourages peer interactions to promote mathematical understanding. Sequences mathematics lessons to support children's developing understanding of the content.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>
11. Understands and effectively teaches science content.			
<p><input type="checkbox"/> Does not meet: Does not possess knowledge of relevant science content for early childhood. Does not encourage or support children's curiosity about the physical world. Lacks knowledge of reliable resources. Either does not teach science lessons or teaches lessons that are inappropriate for the age group and/or incorrect in terms of content.</p>	<p><input type="checkbox"/> Approaching Target: Possesses knowledge of relevant science content for early childhood. Relies on pre-packaged science lessons to plan curriculum. Encourages children's curiosity about science. Addresses district science standards. Identifies and uses science resources without fully considering their quality or effectiveness. Does not employ inquiry-based instruction consistently. Provides materials for children to explore, but does not consistently support or facilitate their construction of physical knowledge. Science lessons may be taught in isolation or not sequenced to support children's developing understanding of the content.</p>	<p><input type="checkbox"/> Target: Demonstrates understanding of relevant science content for early childhood. Plans and designs curriculum and instruction based on knowledge of science content. Encourages and supports children's curiosity about science. Addresses national, state, and district science standards. Selects and uses teaching strategies appropriate for science, including inquiry-based instruction. Provides materials for children to explore and effectively supports their construction of physical knowledge. Sequences science lessons to support children's developing understanding of the content.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

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12. Understands and effectively teaches social studies content.			
<p><input type="checkbox"/> Does not meet: Does not possess knowledge of relevant social studies content for early childhood. Does not encourage or support children’s interest in the social studies, such as geography, history, economics, and social relations/civics. Lacks knowledge of reliable resources, such as the NCSS standards. Does not provide opportunities or experiences for children to learn social studies content or does not facilitate children’s understanding through these experiences. Social studies lessons are inappropriate for the age group and/or incorrect in terms of content. Uses inappropriate teaching strategies for social studies. Social studies lessons are not sequenced to support children’s developing understanding of the content.</p>	<p><input type="checkbox"/> Approaching Target: Possesses knowledge of relevant social studies content for early childhood. Relies on pre-packaged social studies lessons to plan curriculum. Encourages children’s interest in the social studies, such as geography, history, economics, and social relations/civics. Addresses district social studies standards. Identifies and uses social studies resources without fully considering their effectiveness. Provides social studies experiences, but does not consistently support or facilitate children’s understanding of social studies content. Does not apply an inquiry-based approach to social studies teaching consistently. Social studies lessons may be taught in isolation or not sequenced to support children’s developing understanding of the content.</p>	<p><input type="checkbox"/> Target: Demonstrates understanding of relevant social studies content for early childhood. Plans and designs curriculum and instruction based on knowledge of social studies content. Encourages and supports children’s interest in the social studies, such as geography, history, economics, and social relations/civics. Addresses district, state, and national social studies standards, including the NCSS standards. Identifies and uses high-quality social studies resources. Provides materials and experiences that are designed to facilitate and support children’s developing understanding of social studies content. Selects and uses teaching strategies appropriate for social studies, including the inquiry-based approach. Sequences social studies lessons to support children’s developing understanding of the content.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>
13. Promotes children’s appreciation of and experiences in the arts.			
<p><input type="checkbox"/> Does not meet: Provides few or no opportunities for children to appreciate or experience the arts of music, creative movement, dance, drama, and the fine arts. Considers experiences in the arts as outside the regular curriculum and makes no attempts to incorporate these into the children’s day.</p>	<p><input type="checkbox"/> Approaching Target: Provides opportunities for children to appreciate or experience the arts of music, creative movement, dance, drama, and the fine arts, but mostly as “add-ons” to the regular curriculum or special activities for special days. The experiences provided may not always encourage or support children’s creative expression. Supports the work of the school’s art and music teachers, if applicable, but does not take advantage of opportunities to integrate the arts into the curriculum.</p>	<p><input type="checkbox"/> Target: Integrates into the curriculum opportunities for children to appreciate the arts of music, creative movement, dance, drama, and the fine arts. Provides opportunities for children to experience the arts, such as singing, playing and creating music; responding to music; moving to music; applying artistic media, techniques, and processes; dramatizing stories and songs. Collaborates with the school’s art and music teachers, if applicable. Supports children’s needs for creative expression across the curriculum.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>

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14. Supports children’s health and physical development and their understanding of healthy, active lifestyles.			
<p><input type="checkbox"/> Does not meet: Expectations for children’s behavior suggest lack of sensitivity to their need for physical activity or lack of attention to their physical comfort. Does not demonstrate understanding that children’s movement and exploration of their bodies is essential in early learning. Does not promote children’s physical development or support their understanding of healthy behaviors and active lifestyles.</p>	<p><input type="checkbox"/> Approaching Target: Expectations for children’s behavior reflect sensitivity to their physical needs and comfort. Shows awareness of the importance of children’s movement and exploration of their bodies in early learning. Encourages children to engage in healthy behaviors and allows for physical activity during the day. Supports the work of the school’s physical education and health teachers, if applicable, but does not take advantage of opportunities to integrate health and physical education experiences into the curriculum.</p>	<p><input type="checkbox"/> Target: Expectations for children’s behavior reflect sensitivity to and understanding of their physical needs and comfort. Demonstrates clear understanding of the importance of children’s movement and exploration of their bodies in early learning. Responds comfortably and sensitively to children’s questions and concerns about their bodies and physical development. Collaborates with the school’s health and physical education teachers, if applicable. Incorporates content about healthy behaviors and active lifestyles into the curriculum and allows for physical activity during the day.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-report <input type="checkbox"/> Supervisor observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <p>Other: Please explain:</p>

Comments Specific to Early Childhood Studies Components (please add additional pages if necessary):

Student Teacher’s Signature

Date

Clinical Faculty or Cooperating Teacher’s Signature

Date