

Student Teaching Portfolio Evaluation

NAEYC standards identified in the left column are defined in detail in the Portfolio assignment description.

| | Not Met (0-2 points) | Met (3 points) | Exceeds (4 points) |
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| 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts to make evidence-based decisions that support each child. | Candidate’s knowledge seems weak or nonexistent. Candidate does not provide evidence that the environment will support the child’s health, culture, and individuality, and challenge child to gain new competencies. Candidate is not using evidence-based decisions to support each child. | Candidate describes the essentials of research and developmental principles used to create an effective learning environment for the child; provide evidence that the environment to be created will support the child’s health, culture, and individuality, and challenge child to gain new competencies. Candidate seems to be evidence-based decisions to support each child. | In addition, candidate work is grounded in developmental theory and provides rich examples to describe child’s characteristics and needs. There is evidence of thorough knowledge of possible interactions among these influences; and cites relevant theory and research. |
| 2a: Know about, understand, and value the diversity of families | Candidate’s knowledge of families and ways of building relationships with them seems weak or nonexistent. | Candidate shows an understanding of diverse families and community characteristics. | In addition, candidate demonstrate the ability to implement strategies that reflect the diversity of families |
| 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. | Candidate does not provide evidence that they are able to develop strategies for supporting and engaging families and involving them in their child’s learning and development. | They develop and implement strategies for building relationships with families in their setting and for involving parents in building an understanding of their child’s learning and development. | In addition, candidates demonstrate the ability to reflect on their implemented strategies for building relationships and fostering collaboration with families. Candidates demonstrate the ability to think critically about the process and develop plans for future |

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| | | | implementations of strategies. |
| 2c. Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies | Candidate does not attempt to understand each family’s cultural contexts or utilize community resources to support learning. | Candidate attempts to understand each family’s cultural contexts and utilizes community resources to support learning. | In addition, candidate works to build positive partnerships between all stakeholders that support early education. |
| 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children. | Candidate’s knowledge and skills related to developmentally effective approaches are weak. Candidate does not attempt to differentiate instruction or incorporate play. | Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children. Candidate attempts to differentiate instruction based on student needs. | In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices. |
| 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. | Candidate does not utilize aspects of culturally and linguistically relevant practice, nor does the candidate attempt to teach through anti-bias, and evidence-based strategies. | Candidate utilizes aspects of play or culturally and linguistically relevant practice. Candidate attempts to teach through anti-bias, and evidence-based strategies. | In addition, the candidate uses assessment to reflect on these practices and refine instruction to meet the needs of all students. |

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| 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. | Candidate’s knowledge related to the content appropriate for academic disciplines is weak or not existent. | Candidate’s shows knowledge related to the content appropriate for academic discipline. | In addition, candidate is able to describe these concepts and make connections that are appropriate for students. |
| 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area. | Candidate’s knowledge related to the pedagogical content appropriate for academic disciplines is weak or not existent. | Candidate’s shows knowledge related to pedagogical content appropriate for academic discipline. | In addition, candidate shows the ability to identify content connections between disciplines and develop lessons that are meaningful for young children by connecting content with an understanding of development and the child’s contexts. |
| 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. | Candidate does not demonstrate the ability to use content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines. | Candidate demonstrates the ability to use content and pedagogical content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines. | In addition, candidate uses innovative strategies based on standards and resources. |
| 6d: Develop and sustain the habit of reflective and | Candidate’s ability to uphold ethical standards and act in a | Candidate’s ability to uphold ethical standards and act in a | In addition, candidate demonstrates the ability to |

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| intentional practice in their daily work with young children and as members of the early childhood profession. | professional manner is weak or nonexistent. Candidate does not demonstrate the ability to critically reflect on practice in relation to their understanding of early childhood education. | professional manner is apparent. Candidate demonstrates the ability to critically reflect on practice in relation to their understanding of early childhood education. | integrate this reflection in their practice. |
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