ASSESSMENT OF STUDENT TEACHING
EARLY INTERVENTION

The cooperating teacher and university supervisor should each complete this form at the midpoint and the final week of student teaching/internship, provide copies for each other, and **give the originals to the student teacher/intern for his/her teacher application portfolio.**

This evaluation cannot be shared with anyone **outside of the university** without the written consent of the student teacher.

Student Teacher/Intern: Cooperating Teacher:

School: School Division: Grade/Subject:

Year: _____   Please check one: Block: ___ 1   ___ 2   ___ 3   ___ 4   ___ Extended Block Fall   ___ Extended Block Spring

___ Mid-term Block   ___ May   ___ Summer

Please check one: __ Mid-block Evaluation   __ Final Evaluation   Please check one: __ Cooperating Teacher   __ University Supervisor

A. Knowledge and Application of Child Development

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✔	**A1. Student teacher demonstrates an understanding of typical developmental sequences, interrelatedness of developmental domains, and variability in development from child to child**
DN		Demonstrates **a lack of understanding** regarding these topics as evidenced by interactions with parents and professionals
DE		Demonstrates **minimal understanding** of these topics as evidenced by interactions with parents and professionals
ME		Demonstrates **sufficient understanding** of these topics as evidenced by discussions with professionals and during interactions with parents
EE		Demonstrates **sufficient understanding of and speaks coherently and fluently about** these topics as evidenced during interactions with parents and professionals

		A.2. Student teacher demonstrates an understanding of how atypical development, and biological and environmental factors might support or constrain early development
DN		Demonstrates **a lack of understanding** regarding these topics as evidenced by interactions with parents and professionals
DE		Demonstrates **minimal understanding** of these topics as evidenced by interactions with parents and professionals
ME		Demonstrates **sufficient understanding** of these topics as evidenced by discussions with professionals and during interactions with parents
EE		Demonstrates **sufficient understanding of and speaks coherently and fluently about** these topics as evidenced during interactions with parents and professionals

		A.3. Student teacher demonstrates an understanding of how sequences of development and individual differences (e.g., developmental delays/disabilities, socio-cultural factors) impact all steps in the early intervention process (i.e., referral/intake, screening, assessment, IFSP development, IFSP implementation, transition)
DN		Demonstrates **a lack of understanding** regarding these topics as evidenced by interactions with parents and professionals
DE		Demonstrates **minimal understanding** of these topics as evidenced by interactions with parents and professionals
ME		Demonstrates **sufficient understanding** of these topics as evidenced by discussions with professionals and during interactions with parents
EE		Demonstrates **sufficient understanding of and speaks coherently and fluently about** these topics as evidenced during interactions with parents and professionals

Comments:

B. Partnering with Families Using Family-Centered Practices
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✓	**B.1 Student teacher builds partnerships with families by applying knowledge of family-centered practices and DEC Recommended Practices**
DN		**Does not** use family-centered practices during interactions with families
DE		**Inconsistently** uses family-centered practices during interactions with families
ME		**Consistently** uses family-centered practices during interactions with families
EE		**Consistently** uses family-centered practices during interactions with families and **can explain why** these practices are important for building partnerships

		B.2 Student teacher builds partnerships by collaborating with families to identify their strengths, priorities, and concerns
DN		Identifies strengths, priorities, and concerns **without collaborating** with families **and does not share** the information with families
DE		Identifies family strengths, priorities, and concerns and states them to families to confirm they are correct
ME		Helps families to identify their own strengths, priorities, and concerns by asking open-ended questions or providing examples
EE		Allows families to take the lead on identifying their own strengths, priorities, and concerns and guides families who need additional help to identify theirs

		B.3 Student teacher builds partnerships with families by using culturally-responsive practices and effective communication strategies that work best for each family, understanding that different families will want and require different strategies for communication
DN		Uses the same communication strategy across families regardless of family preference
DE		Selects a communication strategy for each family and confirms that strategy is acceptable to the family
ME		Varies communication strategies after discussing family preferences and needs to determine what communication strategy works best for each family
EE		Varies communication strategies after discussing family preferences and needs to determine what communication strategy works best for each family **and** can describe why the effectiveness of a communication strategy varies by family

		B.4 Student teacher builds partnerships with families by sharing unbiased, up-to-date information in ways the family can understand
DN		Does not share information with family
DE		Shares information with families using jargon and non-family friendly language or shares biased information
ME		Communicates accurate, up-to-date information effectively with families by using family-friendly language and methods preferred by the family
EE		Communicates accurate, up-to-date information effectively with families by using family-friendly language and methods preferred by the family **and** is able to answer questions about shared information asked by the families

Comments:

C. Collaboration and Teaming
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✓	**C.1 Student teacher seeks out learning opportunities with multiple early intervention team members to improve knowledge and skills related to providing high-quality early intervention services**
DN		Never seeks out learning opportunities with team members that could improve their knowledge and skills
DE		Sometimes seeks out learning opportunities with team members that could improve their knowledge and skills
ME		Frequently seeks out learning opportunities with team members that could improve their knowledge and skills
EE		Frequently seeks out learning opportunities with team members that could improve their knowledge and skills in early intervention **and** engages in reflection and seeks feedback regarding the learning opportunities

		C.2 Student teacher uses appropriate discipline-specific language and terminology when communicating with professionals representing various disciplines.
DN		**Does not** use appropriate discipline-specific language and terminology when communicating with professionals representing various disciplines
DE		**Inconsistently** uses appropriate discipline-specific language and terminology when communicating with professionals representing various disciplines
ME		**Consistently** uses appropriate discipline-specific language and terminology when communicating with professionals representing various disciplines
EE		**Consistently** uses appropriate discipline-specific language and terminology when communicating with professionals representing various disciplines **and** can translate terminology to family-friendly language when needed

		C.3 Student teacher participates as a full member of the early intervention team by attending staff and team meetings, professional development opportunities, etc.
DN		Never attends staff meetings, professional development opportunities, or other opportunities as determined by the cooperating teacher
DE		Sometimes attends staff meetings, professional development opportunities, or other opportunities as determined by the cooperating teacher
ME		Frequently attends staff meetings, professional development opportunities, or other opportunities as determined by the cooperating teacher
EE		Frequently attends staff meetings, professional development opportunities, or other opportunities as determined by the cooperating teacher **and** actively participates and contributes during these opportunities

Comments:

D. Screening and Assessment
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✓	D.1 Student teacher understands the purposes of screening and assessment tools (both formal and informal) and how developmentally, culturally and linguistically appropriate assessments are selected.
DN		Demonstrates **a lack of understanding** regarding these topics as evidenced by interactions with parents and professionals
DE		Demonstrates **minimal understanding** of these topics as evidenced by interactions with parents and professionals
ME		Demonstrates **sufficient understanding** of these topics as evidenced by discussions with professionals and during interactions with parents
EE		Demonstrates **sufficient understanding of and speaks coherently and fluently about** these topics as evidenced during interactions with parents and professionals

		D.2 Student teacher administers informal and formal screening tools and assessments in partnership with families and other early intervention team members
DN		Does not administer screening tools and assessments **or** delivers them incorrectly **or** without collaboration with families
DE		Administers screening tools and assessments but requires **significant assistance** from the cooperating teacher to administer them correctly and in partnership with families
ME		Administers screening tools and assessments correctly and in partnership with families with **minimal assistance** from the cooperating teacher
EE		Administers screenings tools and assessments **independently**, correctly, and in partnership with families

		D.3 Student teacher analyzes, interprets, documents, and shares screening and assessment data using a strengths-based approach with families and other early intervention team members
DN		Does not analyze, interpret, document, or share screening and assessment data with families or other early intervention team members
DE		Analyzes, interprets, and documents screening and assessment data but does not accurately share information with families or other team members or use a strengths-based approach
ME		Analyzes, interprets, and documents screening and assessment data and effectively shares the data with families and team members using a strengths-based approach
EE		Analyzes, interprets, and documents screening and assessment data and effectively shares the data with families and team members using a strengths-based approach **and** accurately answers questions from the family about the assessment data

		D.4 Student teacher uses assessment data, along with family priorities, to plan, in collaboration with the family, to develop IFSP goals and plan for IFSP goal implementation
DN		Does not use assessment data or family priorities to develop IFSP goals and plan for IFSP implementation
DE		Uses assessment data to develop IFSP goals and plan for IFSP implementation but does not incorporate family priorities or collaborate with families
ME		Uses assessment data to develop IFSP goals and plan for IFSP implementation in collaboration with families to incorporate their priorities for themselves and their children
EE		Allows family to take the lead on IFSP goal development and uses assessment data to support their priorities and plan for IFSP implementation

Comments:

E. IFSP Implementation

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✓	E.1 Student teacher collaborates with and supports families to develop IFSP goals that are functional and can be integrated into every day routines and activities
DN		Develops IFSP goals without collaborating with the family
DE		Develops IFSP goals in collaboration with the family but they are not functional **or** are not easily integrated into their every day routines and activities
ME		Develops IFSP goals with families that are functional and fit easily into their every day routines and activities
EE		Supports families to take the lead on developing functional IFSP goals that are easily integrated into every day routines and activities

		E.2 Student teacher, in collaboration with the family, selects appropriate evidence-based responsive interaction and intervention strategies and builds family confidence and competence in supporting their child's growth and development through caregiver coaching strategies
DN		Does not select appropriate evidence-based interventions or caregiver coaching strategies to build family confidence and competence
DE		Selects and relies on the same few evidence-based interventions and caregiver coaching strategies regardless of family preferences or progress towards building confidence and competence
ME		Selects a variety of evidence-based interventions and caregiver coaching strategies to meet individual family needs to promote caregiver confidence and competence
EE		Modifies selection of evidence-based interventions and caregiver coaching strategies based on interactions and preferences of families

		E.3 Student teacher uses evidence-based practices (e.g., coaching interaction strategies, Pyramid Model framework, natural learning environment opportunities, family-centered practices) to support children's growth and development
DN		**Does not** use evidence-based practices that support children's growth and development during home-visiting sessions
DE		**Uses some** evidence-based practices that support children's growth and development during home-visiting sessions
ME		Uses **multiple** evidence-based practices that support children's growth and development during home-visiting sessions
EE		Uses multiple evidence-based practices **and** can adapt to using different strategies based on how the home-visiting session is proceeding

		E.4 Student teacher, in collaboration with the family, collects progress monitoring data to plan and modify IFSP service implementation (e.g., coaching interaction strategies, family use of interaction and intervention strategies, or settings and materials).
DN		Does not collect progress monitoring data
DE		Collects progress monitoring data but does not use the data to modify strategies, interventions, or settings and materials
ME		Collects and uses progress monitoring data to modify strategies, interventions, or settings and materials
EE		Collects and uses progress monitoring data to modify strategies, interventions, or settings and materials **and** is able to communicate with families about what the data mean

Comments:

F. Professionalism
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✔	F.1 Student teacher adheres to general standards of professionalism and local system codes of conducts
DN		Does not adhere to general standards of professionalism or local systems codes of conduct
DE		Inconsistently adheres to general standards of professionalism or local systems codes of conduct
ME		Consistently adheres to general standards of professionalism or local systems codes of conduct
EE		Consistently goes above and beyond general standards of professionalism and local system codes of conducts

		F.2 Student teacher intentionally seeks out feedback from others to improve their practice
DN		Does not seek out feedback from others to improve their practice
DE		Sometimes seeks out feedback from others to improve their practice
ME		Frequently seeks out feedback from others to improve their practice
EE		Frequently seeks out feedback from others to improve their practice and follows up with reflective questions about the feedback given

		F.3 Student teacher communicates effectively through oral and written language with all early intervention team members
DN		Does not communicate effectively either through oral or written language with team members
DE		Sometimes communicates effectively through oral and written language with team members
ME		Frequently communicates effectively through oral and written language with team members
EE		Frequently communicates effectively through oral and written language with team members and adjusts communication strategies based on individual preferences of the team member

		F.4 Student teacher responds to reflective questions by stating specific strategies they used throughout the early intervention session
DN		Unable to recall or state specific strategies used during the session when asked
DE		Inconsistently recalls or states specific strategies used during the session when asked
ME		Consistently recalls or states specific strategies used during the session when asked
EE		Consistently recalls or states specific strategies used during the session when asked **and** links what they did to child or family behaviors during the session

		F.5 Student teacher uses reflective thinking to improve their practice based on supportive and constructive feedback received by cooperating teacher and university supervisor
DN		Does not use reflective thinking to implement feedback given by cooperating teacher and university supervisor
DE		Sometimes uses reflective thinking to implement feedback given by cooperating teacher and university supervisor
ME		Consistently uses reflective thinking to implement feedback given by cooperating teacher and university supervisor
EE		Consistently uses reflective thinking to implement feedback given by cooperating teacher and university supervisor **and** follows up on feedback given to engage in continuous feedback loops

		F.6 Student teacher asks questions and seeks clarification to continually strive for professional growth and development
DN		Does not ask questions or seek clarification to strive for professional growth and development
DE		Sometimes asks questions or seeks clarification to strive for professional growth and development
ME		Frequently asks questions or seeks clarification to strive for professional growth and development
EE		Frequently asks questions or seeks clarification to strive for professional growth and development **and** independently follows up on information given in order to improve practice

		F.7 Student teacher demonstrates flexibility to changing situations in the early intervention environment
DN		Is inflexible to changing situations in the early intervention environment
DE		Is sometimes flexible to changing situations in the early intervention environment
ME		Is frequently flexible to changing situations in the early intervention environment
EE		Is frequently flexible to changing situations in the early intervention environment and seeks out opportunities if needed to fill gaps in scheduling

Comments:

Suggestions for Continuing Professional Development

Areas of Strength:

Areas for Growth:

_____   _____   _____   _____
Student Teacher   Date   University Supervisor or Cooperating Teacher   Date